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ABSTRACT

The manual provides suggestions and information on planning and implementing programs for gifted and talented students in Idaho. Following a brief section outlining the program rationale and defining related terms, the document addresses 14 program planning and initiation aspects: district need, action planning steps, development of the plan, screening procedures, comprehensive evaluation, student eligibility, procedural safeguards, the individual education plan, personnel characteristics and qualifications, inservice education and staff development, parent involvement, programs with mentors and/or community resources, timeline for program development and initiation, and evaluation design. A section on implementation touches on state requirements and assistance, pre-implementation considerations, and program models and alternatives. A final section reviews the design, techniques, and guidelines for evaluation. (CL)

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RESOURCE MANUAL

FOR

GIFTED/TALENTED

PROGRAMS

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RESOURCE MANUAL

for

GIFTED/TALENTED PROGRAMS

September 1978
Revision

RESOURCE MANUAL FOR GIFTED/TALENTED PROGRAMS

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INTRODUCTION

RATIONALE

DEFINITION OF TERMS

INTRODUCTION

All exceptional children in Idaho, which includes those who are gifted and talented, must be provided a full and equal educational opportunity to reach their maximum intellectual, physical, social, emotional and vocational potential. Special education programs and services should be provided as needed to assure an appropriate education for every exceptional child.

This Resource Manual for Gifted/Talented Programs is intended to provide suggestions and procedures to be used in conjunction with the Administrative Rules and Regulations of Special Education. Although not mandatory, guidelines in this document can assist in planning, establishing, and operating quality programs for Idaho's exceptional children and youth who are gifted and talented.

Guidelines representing state policy have appropriate references in the margin of the page.

RATIONALE

Early efforts in educating the gifted focused almost totally on intellectual or academic achievement. More recent efforts have expanded this definition to include a wide range of talents and abilities. This broadened view has resulted from experiences of persons who have worked with gifted/talented children and youth. The unique needs of this exceptional group of students often require a variety of special educational provisions, including development in the cognitive, affective, and creative areas. Students identified as gifted/talented are as different individually as all other children are. Some possess a wide range of outstanding abilities, while others show outstanding ability in only specific areas. Characteristics which tend to be exhibited among the gifted/talented population are included in Appendix C. The formerly popular belief that all gifted/talented students can "make it on their own" has been repeatedly disproven. Some students can be served through

modifications in their regular educational program or with related services, but for many others, special educational provisions are needed. For those gifted/talented students whose learning styles or distinct characteristics require special provisions, various concomitant problems may arise if resources and services are not made available. (Appendix C lists examples).

These students should be identified at as early an age as possible so that educational programs and related opportunities can be provided to meet their individual needs and abilities. Many students found in the dropout population have been discovered with high cognitive, affective and/or creative abilities.

The basic premise underlying any program for children and youth identified as gifted/talented is that the educational plan must contain a student-centered approach, with specific student needs, abilities, gifts or talents as the basis for any services or resources provided. Although some structure is almost always necessary, most of these students can benefit greatly from learning the skills necessary to do independent study, research, and other investigatory activities. Programs which are individualized to meet the unique gifts and/or talents of each student identified, which are student-centered rather than highly teacher-structured, and which focus on the affective and creative areas as well as on cognitive development, have been found to be the most effective means of providing for these students. A combination of enrichment activities and acceleration will often include out-of-school as well as in-school activities.

DEFINITION OF TERMS

Administrative Rules & Regulations of Special Education

Idaho's operational definition of gifted/talented is as follows:

Gifted/talented refers to those children and youth who are identified by professionally qualified persons to be capable of high performance, and includes those with demonstrated achievement and/or potential ability in one or more of the following areas: Appendix B, pp. 4-5

1. General intellectual ability
2. Specific academic aptitude
3. Creative and productive thinking
4. Leadership
5. Visual/Performing Arts
6. Psychomotor ability

1. Intellectual Ability: the capacity to score at the 98th percentile or above on an individually administered intelligence test.

2. Specific academic aptitude: accomplishment at the 98th percentile or above on academic achievement in the majority of areas tested.

3. Creative and productive thinking: the ability of a student to exhibit unusual imagination, advanced insight, intense interest in one or more fields of achievement, innovative or creative reasoning ability, skill in problem-solving, and/or high attainment in original or creative thinking.

4. Leadership ability: includes areas of excellence in interpersonal relationships, and basically refers to those students who have been observed to be "natural" leaders, those who have demonstrated leadership through such activities as student government, and/or those who have demonstrated leadership in nonacademic activities.

5. Visual/performing arts: includes abilities in art, music, drama, speech, debate, oratory, poetry, plays, writing, etc.

6. Psychomotor ability: aptitude displayed through bodily movements, with demonstrated high ability or attainment in either gross or fine manipulative activities. It may manifest itself in areas such as gymnastics, dance, crafts, or through manual dexterity in an individualized activity such as sculpturing, fine mechanical skills, etc.

Other definitions essential to gifted education include:

Mentor: a person with expertise in a particular field of endeavor who possesses special knowledge or talents and may act as a project advisor or consultant to an individual student in his/her area of expertise. A mentor may act as lecturer or consultant to a group of gifted/talented students in a seminar situation.

Gifted/Talented Facilitator: a professional staff member who provides services, resources, and learning assistance to gifted/talented students as part of a planned program. A facilitator must hold a standard or advanced elementary or secondary certificate, and/or Exceptional Child Certificate in order to receive approval for 80% ancillary salary reimbursement. Page 2 (1.10)

Ancillary Personnel: those persons who provide supportive services to the regular education program including the following personnel, as defined by Idaho law: special education teachers (which includes facilitators for gifted/talented), consulting teachers, visiting teachers for homebound students, speech therapists (Communication Disorders Specialists), hearing therapists, school social workers, psychological examiners, school psychologists, supervisors, directors (of Special Education), and teacher aides. Page 1 (1.1)

Weighted ADA: (Average Daily Attendance) the state-adopted multiplier which is applied to each approved school unit operated by a school district within the provisions of the State Education Foundation Program. A special weighting (multiplier) of 1.6 times the ADA is allowed for approved exceptional child units, which includes programs for gifted/talented students. For those students enrolled in an approved gifted/talented program, WADA can be approved for 16 students per full-time facilitator. Since gifted/talented students spend the majority of their day in the regular classroom, funds generated by the 1.0 of the 1.6 weighting within the provisions of the State Education Foundation Program may be returned to the regular education program. Funds generated by the .6 weighting (for 16 approved students in the program) can be used for educational materials supplies or equipment, inservice training for personnel, other operational expenses, or can be utilized to pay the remaining 20% of the salary for the facilitator of the gifted/talented program. Page 33 (5.1.3)

Individual Education Program: IEP is the written statement describing the educational objectives for, and the services to be provided to each exceptional student. Educational objectives and services include both instruction and those related services required to meet the unique needs of exceptional children as derived from a comprehensive evaluation of the student. The elements included in the plan are: Page 3 (1.12)

a) statements of present level of performance
b) annual (long-term) goals
c) short-term instructional objectives
d) services to be provided to meet these objectives
e) conditions under which services will be delivered (where, when, by whom)
f) evaluation criteria

The Individual Education Program (IEP) has three levels:

a) IEP: Total Service Plan
b) IIP: Instructional/Implementation Plan
c) Annual Review

The Child Study Team: is composed of an administrator (building principal and/or special education director), regular classroom teacher where the student is enrolled, person who referred the student, facilitator (special education teacher), and others who have knowledge or information about the student being assessed. Persons with recognized expertise in the student's area of talent should be included, with participation dependent on parental consent. The student should be included when appropriate. The parents of the student must be given the opportunity to be involved in the formal Child Study Team meetings. Page 12 (3.5)

The function of the Child Study Team is to make the final determination of student eligibility for the program, and to take the major role in the development of the IEP and follow-up evaluation during the Annual Review.

Differentiated Curriculum: the provision of instruction, opportunities and experiences which are not usually available in the regular classroom situation but can be an expansion or extension of the classroom curriculum. A differentiated curriculum includes modifications in such areas as (a) level of content, (b) method of presentation, and (c) learning environment.

SECTION I

PROGRAM PLANNING

AND

INITIATION

SECTION I. PROGRAM PLANNING AND INITIATION

A. District Need for a Gifted/Talented Program

To initiate a program for gifted/talented students, an assessment of needs should be conducted. Consideration of the following questions may be helpful during this planning phase:

1. How many students might be included in such a program?
2. What types of program alternatives might be appropriate?
3. Which buildings or grade levels could be included in the initial gifted/talented program?
4. What are the needs, desires, or commitments of school personnel? Of students and parents?
5. Are community resources available that could be utilized?
6. What is the awareness level of the district personnel in relation to characteristics of gifted/talented students and their educational needs?

B. Action Steps in Planning the Program

1. A coordinator should be selected to assume responsibility for the initial development of the program. This person could be a principal, special education director or supervisor, curriculum supervisor, director of instruction, teacher, or other district employee who has knowledge or training in gifted education or is responsible for district program development.
2. Responsibilities of this coordinator might include the formation of a planning committee composed of teachers, parents, administrators, community representatives, and students. With the assistance of the committee, the acting coordinator may establish the need for a district program for gifted/talented students, provide for orientation of the planning committee to the types of program models approved by the State Department of Education, develop a written plan for district gifted/talented opportunities, and secure adminstrative and board approval to submit a formal request to the State Department of Education for program approval.

C. Developing the Plan

It is strongly recommended that the planning phase for the gifted/talented program occupy a period of at least three to six months prior to the planned initiation date.

Elements which may be included by a district in the written plan are:

1. Statement of:

   a. district philosophy reflecting school and community attitudes

   b. need based on school/community assessment

   c. rationale for providing service not currently available

   d. analysis of the concepts on which the program will be established and developed.

2. Identification of the kind(s) of gifted/talented program(s) to be implemented (academic, creative, leadership, visual/performing arts, etc., or combinations). A multiple approach in program implementation is encouraged, including a combination of cognitive, affective, creative and psychomotor approaches.

3. A statement of specific program goals and objectives, with provisions for long-range and short-range plans. Long-range program plans could extend from three to five years, and should include plans for expansion (from elementary grades to secondary or to include additional buildings within the district, etc.). Short-range plans will usually cover the first year of program operation. Some school districts have elected to operate a pilot project for the first year to establish a basis for future programming.

   Program goals include:

   a. what the program is expected to accomplish

   b. who will be responsible for carrying out the goals, and

   c. within what time frame goals should be accomplished

Program objectives list:

a. the activities, planned outcomes, and administrative arrangements needed to meet each goal

b. persons responsible for each objective listed, and

c. target date for completion of objectives

4. A description of the activities and outcomes designed to accomplish the program objectives, including a list of services and resources available, community persons, mentors, parents and others to be involved in planning and implementation. Activities may utilize resources and services both within the school environment and in out-of-school settings, when appropriate.

5. A list of persons responsible for implementation of the program (facilitators, teachers, ancillary personnel, etc.); the amount of time to be allotted (percentage of time, days per week, etc.), including an allowance of time for the service provider to develop an individual instructional plan (IIP) for each identified student, for contacts with school personnel, parents, and/or community persons, and time to plan future activities/projects for the students involved in the program.

6. Identification of the grade levels, groups, or individuals to be served.

7. Provisions for placing students in special programs as well as in regular classrooms, with general statements of inclusions for a differentiated curriculum. A differentiated curriculum will provide opportunities to develop the exceptional and advanced abilities of the student through extended learnings that expand goals, broaden horizons, and encourage responsibility and intellectual freedom. A differentiated curriculum is distinguished from general educational instruction through the application of higher levels of thinking to develop advanced abilities and provide instructional stategies which accommodate the learning styles of the identified student. Volunteers, mentors, or experts in a particular field of endeavor are often utilized to provide various enrichment activities or accelerated learning methods geared to meet specific individual student needs. Curriculum content will differ from that of the regular classroom offerings.

8. An evaluation design, including both formative (ongoing) and summative (end of year or semester) assessments. Formative assessments are done on a continual basis (weekly, monthly) to allow for needed changes or revisions. Summative evaluation may contain the compilation of formative assessments, pre-post techniques for program administration/effectiveness, student progress, and measurement developed to evaluate the originally specified goals and objectives.

   The gifted/talented program plan may be included as part of the overall Special Education Plan for the district.

D. Screening Procedures for Selection of Students

When a student has been nominated for the gifted/talented program, in addition to the standardized measurements used in screening, the district might wish to include such subjective impressions as student creativity, insights and perceptions, individual learning styles, motivation and task commitment, inventiveness, ability to grasp abstract concepts, potential for in-depth inquiry, outstanding imagination, and other such characteristics that typify many students who are gifted/talented.

Consideration should also be given to the following groups, who are often overlooked:

1. Racial, ethnic, or minority groups
2. Culturally different or disadvantaged
3. Handicapped (deaf, blind, physically handicapped, learning disabled, etc.)
4. Students who display various types of behavioral problems in the classroom, i.e., short interest span, distractive movements, disruptiveness, high energy level, continuous questioning, intense anxiety.

These individuals should be discovered as early as possible to provide educational programs commensurate with their abilities.

Although grades often indicate high achievement or ability, many students who excel in various areas receive poor grades throughout their school life. It is, therefore, imperative to recognize that the grades received by many students are not always indicative of the abilities or potential of those students.

The following considerations might be included in the screening process:

1. A request for systematic participation of those professionals and other persons (classroom teachers, counselor, music/drama/art teacher, 4-H club leader, parents, etc.) who are best acquainted with the individual through direct observation of school and non-school performance.

2. Consideration of the opinions of those persons qualified to judge the quality of a performance or a product, as in the case of creativity, visual/performing arts (poets, artists, musicians, writers, etc.).

3. Involvement of persons who understand the culture and context of the individuals being assessed (minority or cultural groups leaders, etc.). Behavior and performances in various areas of giftedness may be obvious under certain conditions. At other times, these exceptional traits are not apparent. Consideration should be given to the cultural/experiential background of the student, the socioeconomic conditions, and other areas yielding data unlikely to be obtained by standardized measures.

Identification methods can be locally developed following the screening process, which meet state minimum eligibility criteria for student selection and include other techniques and methods appropriate to the population being assessed (parent, peer or self-nomination forms, etc.). Appendix B includes a list of screening instruments and Appendix C contains lists of some observable characteristics that can be used with other screening instruments and procedures to assist in selecting students for referral to the Child Study Team for a comprehensive evaluation.

E. Comprehensive Evaluation

A comprehensive evaluation must be conducted for each student referred as gifted/talented, using a multi-disciplinary approach. The comprehensive evaluation includes the following components: Page 15 (3.6)

1. Description of the student's current functioning as reported on an appropriate referral form or checklist by the classroom teacher, peers, parents, or other persons.

2. Individual tests, creativity tests, or other measurements deemed necessary by the Child Study Team.

3. Educational assessment, including achievement level and skills, strengths and weaknesses.

In some cases, the Child Study Team might request an objective description of the student's social or adaptive behavior.

F. Student Eligibility

In order for a student to become eligible for placement in a gifted/talented program to be reimbursed with state funds, The Administrative Rules and Regulations for Special Education require that three or more of the following criteria must be met: Appendix B, pp. 4-

1. Scores on standardized achievement tests at or above the 98th percentile in the majority of areas tested.

2. Scores on an individual intelligence test at or above the 98th percentile. While more time-consuming, individually administered intelligence tests provide more accurate indicators for final placement purposes.

3. Results of creativity tests or other assessments indicating demonstrated or potential ability in areas of creative and productive thinking, advanced insight, outstanding imagination, innovative or creative reasoning ability, advanced perception of cause and effect relationships, or ability in problem-solving or abstract concepts.

4. Results of nominations or documented observations by two or more persons (school personnel, parents, community persons, peers, etc.) whose opinions are recognized by the Child Study Team. Areas could include academic areas or non-academic endeavors, demonstrated or potential leadership skills, mechanical or manual dexterity, etc.

5. Documentation from one or more experts in the visual/ performing arts or documentation from other professionals recognized by the Child Study Team (doctors, lawyers, chemists, engineers, etc.) indicating student ability or potential in that area.

In addition, there must be documentation that the student's needs cannot be provided for with regular classroom instruction on a full-time basis. Appendix B, p. 5

Identification and selection of students for the gifted/talented program must be determined through the use of multiple criteria. No single test, test score, other measurement or nomination can be the determining factor. Abilities may be found singly or in any combination of the areas included in the definition.

Standardized tests help to identify those students who are verbally gifted and those who have unusual ability in particular academic aptitudes (math, reading, science, etc.) but there are many students whose rare and distinctive gifts in music, writing, or the arts are revealed by performance in these areas or by indications of creative potential.

The arts, as defined by the National Endowment for the Arts, include instrumental and vocal music, dance, drama, folk art, creative writing, architecture and allied fields, painting, sculpture, photography, graphic and craft arts, industrial design, costume and fashion design, motion pictures, television, radio, tape and sound recording, the arts related to the presentation, performance, execution, and exhibition of such major art forms, and the study and application of the arts to the human environment.

Persons selected to judge a student's potential or ability could be provided with a structure or format to assist them in identifying key concepts appropriate to the student's individual educational plan. Checklists or observation scales for leadership or creative traits can and should be completed by such community experts. (See Appendix C.)

The final determination of eligibility for the gifted/talented program is the responsibility of the Child Study Team. It is important that this Team have specific criteria* for their consideration in determining student eligibility.

Minimum eligibility standards require that there be documentation by the person nominating the student explaining why the needs of that student cannot be met in the regular classroom on a full-time basis.

G. Procedural Safeguards

Child Study Team operations insure that procedural safeguards, including due process and confidentiality, are maintained prior to evaluation, prior to placement in a special education program, and prior to any major change in the student's program. Page 17 (3.7)

This is consistent with procedures defined in the Administrative Rules and Regulations for Special Education. Records of any evaluative measures and other student information must be maintained in a confidential manner.

*See F. Student Eligibility, pp. 12-13

H. The Individual Education Plan (IEP)

1. Procedure for Development of the IEP: Total Service Plan

When a student has been comprehensively evaluated by the Child Study Team and found eligible for the gifted/talented program, an IEP: Total Service Plan must be developed by the Team members, and must include: Page 16 (3.6.3.2)

a. name of student and date of Child Study Team meeting;

b. a summary of the present level of the student's educational performance;

c. a statement of the recommended placement, including the Idaho legal category of exceptionality for which the child qualifies (as reported for state and federal funding purposes only);

d. the extent to which the student will participate in the regular education program as well as the extent of time in the gifted/talented program;

e. statement(s) of the annual program goals;

f. the specific special education program and/or related services proposed for the exceptional child, with name(s) of person(s) responsible for providing the program, services, or activity, and the date of educational placement; and

g. the signature and position of each Child Study Team member present at the placement meeting, to include the parent, if present.

Detailed guidelines for development of an IEP: Total Service Plan are included in the Administrative Rules and Regulations for Special Education and in the State Department of Education document, Individual Education Programs for Idaho's Exceptional Children, May, 1977. Page 16 (3.6.3)

PARENTS MUST BE GIVEN THE OPTION TO BE PRESENT AT THE FORMAL PLACEMENT CONFERENCE. If parents do not attend the conference, they must be informed of the results of the comprehensive evaluation, and written parental permission must be obtained before the IEP: Total Service Plan can be implemented.

I. Personnel Characteristics and Qualifications

When planning for selection of school personnel to work with gifted/talented students, it is important to recognize that the teachers who have been most successful in providing services to these students have been those who act in the capacity of "learning facilitators" rather than as instructors. As a "facilitator", the teacher has a part in sharing the learning experience with the student(s).

In selecting teachers, it is necessary to identify certain traits or characteristics that are compatible with the specific program being offered to the students. A list of traits and characteristics is included in Appendix C.

While Idaho does not presently require specific certification in Gifted Education, the teacher/facilitator must hold a Standard or Advanced Elementary or Secondary Certificate and/or an Exceptional Child Certificate. It is highly recommended that teachers/facilitators receive preservice training and/or additional inservice training in the area of gifted education.

J. Inservice Education and Staff Development

During the program planning stages, it is important for the district to develop plans for inservice education for administrators, teachers, facilitators for gifted/talented, and other school personnel. A comprehensive continuous inservice training program should begin with an awareness and orientation session for all school personnel. The school district's philosophy, goals, objectives, and program alternatives should be emphasized.

Inservice programs must satisfy the needs and requests of teachers, administrators, other school personnel, and parents to be effective. Several types of inservice might be considered, including:

1. Teaching strategy workshops which give opportunities for teachers and administrators to investigate various techniques and strategies which are differentiated and unique in both scope and quality. Different approaches to learning, different experiences for the students, and inclusion of various out-of-school and in-school opportunities, resources, and services should be provided in the workshops.

2. Theory, psychology, and research workshops which will provide an opportunity to expand knowledge about gifted/talented programs and the underlying psychological and research bases for the programs.

3. Materials workshops which provide an opportunity for teachers to investigate varying kinds of materials and equipment and to construct materials that might be particularly suited to gifted/talented students, either in a resource room setting or within the regular classroom.

4. Local, state, regional, and national conferences and visitations which provide increased understanding of the program as well as providing (1) an opportunity to find out about current best practices and other programs throughout the country, and (2) time to interact with those individuals directly involved in gifted/talented education.

5. Opportunities can be provided for school personnel to visit other in-state or perhaps out-of-state programs for gifted/talented.

K. Parent Involvement

Direct parent involvement begins with the student identification process and should be an integrated component throughout the program.

When developing the plan for a district program, consideration should be given for involvement of parents in meetings, conferences, or workshops that define and explain gifted/talented

programs. Workshops should be designed to increase the understanding of parents about their own child as well as about the program in general. Opportunities should be made available to orient parents to participate in advisory groups or committees, of which they may be members. Since written parental consent must be obtained prior to an individual assessment of the student, prior to placement in the gifted/talented program, and before any change is made in the student's IEP: Total Service Plan, it is necessary for parents to become aware of opportunities being proposed for their children's education. Parents must be given the opportunity to meet with the Child Study Team when the IEP: Total Service Plan is being developed.

L. Programs with Mentors and/or Community Resources

Programs for mentors should be planned and developed to enable those persons (to whom a student may be assigned as an intern or for special projects) to understand the goals and objectives of the gifted/talented program, the nature and characteristics of the students involved, and the philosophy of the total program. A "talent bank" could be maintained with a list of resource persons to assist students whose special abilities, needs, gifts or talents may require services beyond those available in the school environment or setting.

Program alternatives and strategies which have been highly successful for gifted/talented students include various types of educational program experiences that stress real life situations or real problems, such as studies in ecology, conservation of energy, environmental prolems, areas of interest or concern in the community, career or vocational educational opportunities, and other areas for in-depth investigation following initial exploratory and/or training activities. Program alternatives, options, and prototypes are suggested in Section II: Program Implementation.

When identifying local or regional resources for use in an educational program for gifted/talented students, the district could (1) develop an inventory of the resources that can be used in meeting the needs of gifted/talented students, and (2) consider contacting citizens from such areas as government, labor, business, agriculture, health services, energy conservation, environmental studies, the visual and/or performing arts, etc., to form the "talent bank" listing of available persons. Some agencies, departments, organizations or groups that might be considered could include:

- Alliance for the Arts
- Business and Professional Organizations
- Career Education
- Community Based Program
- Community Education
- Concert or Symphony Groups
- Historical Societies
- Idaho Commission for the Arts and Humanities
- Institutions of Higher Learning
- Local or State Libraries or Museums
- National Endowment for the Arts
- State Planning and Community Affairs
- Transportation, Utilities, etc.
- Vocational Education (technical)

This list is not inclusive of all groups, agencies, professions, or businesses that might be available in a community. The establishment of a "talent bank" of resources is an excellent project for a parent group.

M. Time Line for Program Development and Initiation

The development of a plan for establishing a gifted/talented program should cover a period of from three to six months prior to the initiation of the program. To receive state funding, the requirements listed in SECTION II-A must be met.

N. Evaluation Design

During the planning phase for the program, the district personnel will want to include provisions for developing the evaluation design which will be used in assessing the effectiveness of the program. Section III contains specific suggestions for inclusions. In general, the evaluation design should focus on (a) student progress and (b) program administration/operation. It should be comprehensive, using several techniques and methodologies. Evaluation procedures should be related to the program goals and objectives, and should reveal to what extent these goals and objectives have been accomplished. Provisions for evaluation of the student(s) should be continuous throughout the program.

When evaluating the administration/operation of the gifted/talented program, areas to be considered could include (a) impact/overall effectiveness of the activities, projects, and schedules upon the students enrolled in the program; (b) reactions of other students in the school or district; (c) effects on the administrators, faculty member, facilitator, and other school personnel; (d) relationship of the gifted/talented program to the total educational program of the school or district; and (e) the responses, attitudes, effects, and cooperation/coordination with parents, mentors, community persons, and others. A thorough evaluation will utilize several of the above-mentioned techniques. Appendix B suggests some measurement devices that could be considered.

SECTION II

PROGRAM IMPLEMENTATION

A. State Requirements and Assistance

1. Request for Special Education Program: Gifted/Talented

When the written plan for development of the gifted/talented program has been completed, the district should submit a Request for Approval of Special Education Program/Ancillary Personnel (Appendix A) to the State Department of Education. The program must be submitted to the State Department of Education by April 1 prior to the school year in which a first-year gifted/talented program is to be offered. Page 11 (3.1)

2. State Reimbursement: Personnel

Eighty percent (80%) of the salary for an approved facilitator of gifted/talented can be reimbursed, based on the district's regular teacher salary schedule. Page 32 (5.1)

3. State Reimbursement: Program Costs

a. The Exceptional Child Sparsity Factor

The Exceptional Child Sparsity Factor applies for approved gifted/talented programs. The District will be reimbursed for a maximum of 16 students under the Exceptional Child Sparsity Factor for each approved full-time facilitator for gifted/talented employed who is operating an approved special education program. This reimbursement is designed to provide an operating budget for materials and equipment needed for direct services to students, and is calculated on the basis of average daily attendance. (Refer to Weighted ADA in Definition of Terms.) Page 29 (3rd para.) (4.2.5)

If the caseload of one full-time facilitator in an approved special education program for gifted/talented exceeds 40 students, an instructional aide may be requested. Page 25 (3.9.3.6)

From the standpoint of management, the priority for serving students should be based on the quality of services provided, rather than the quantity of students served. All services being provided through regular education and/or special education should be reviewed to determine the appropriateness of the placement.

b. Accounting of Funds

An accounting of funds and activities provided for approved gifted/talented programs will be consistent with the requirements for other special education programs. This accounting should show funds received, pupils served, personnel employed and expenditures. Annual district reports of state funds received and dispersed must include state funds generated by ancillary salary reimbursement and weighted average daily attendance (WADA).

B. Considerations Prior to Program Implementation

When state approval to operate a program and employ ancillary personnel is received by the district, the written plan can then be implemented. The following questions can be utilized as a "checklist" of information to be reviewed at the time of the initiation of the gifted/talented program by the district.

1. Is there evidence that thorough screening was completed for selection of eligible students?

   - grade levels
   - appropriate for children from minority groups, disadvantaged, handicapped, etc.

2. Were the specific eligiblity criteria established by the district adhered to using minimum standards required by the state?

   - a multiplicity of tests, measurements, using various methodologies, assessments, etc.

3. Were the administrative arrangements made as planned?

   - scheduling
   - physical facilities
   - equipment, supplies, materials
   - provisions for gifted/talented students to meet as a group to share ideas, activities, products, and/or experiences
   - staff orientation and information
   - inservice training and workshops
   - ancillary personnel available

4. Have alternatives to regular education been established?

   - differentiated curriculum
   - "talent bank" of resource persons, mentors, available services, etc.

5. Is the ratio of students to facilitator feasible, based on:

   - number of students enrolled on a full-time basis and the number served through a consultative model
   - itinerant program vs. individual building program
   - percentage of time for which facilitator is employed for gifted/talented program activities and projects

6. Has attention been given to the coordination of this program with the total educational program?

   - cooperation between special education and regular education
   - provisions for sharing of selected student activities, projects, and/or projects, where appropriate, into regular classroom
   - understanding of staff members that the program should not be just "more work" for the student, but is in lieu of those skill areas already mastered by the student
   - other considerations pertinent to local district operation

7. Is the evaluation design appropriate for the program being implemented, based on:

   - program goals and objectives
   - methodology included
   - type of program options
   - school personnel, parents, and others to be involved

8. Are due process procedures and other procedural safeguards in place?

   - access logs on student folders containing place for date, signature of person reviewing information, and reason for review
   - locked file cabinet for confidential information
   - provisions for parents to obtain independent evaluations at their own expense (unless determined otherwise by a due process hearing)

9. Have folders been developed for each student identified, containing the necessary information?

   Central Records

   - referral or nomination form(s)
   - written parent consent forms (for testing, for placement and for any program changes)

- results of comprehensive evaluation
- IEP: Total Service Plan and projected date of Annual Review
- documentation that the needs of the student cannot be provided in the regular classroom on a full-time basis

Classroom (teacher) Records

- Instructional/Implementation Plan
- teacher assessment of student
- records of parent conferences
- scheduling arrangements for delivery of services, persons responsible, time-lines
- daily or weekly log of student activities, projects, contacts, mentors, etc.
- documentation that student spends a minimum of 5 hours per week involved in activities appropriate to the gifted/talented program and to his or her IEP: Total Service Plan

Page 27 (3.12.2)

10. Is the IEP: Total Service Plan appropriate, accurate, and thorough?

- goals which are unique to the student, reflecting the results of the comprehensive evaluation
- objectives that lead to fulfillment of goals
- interests and wishes of student considered
- activities appropriate to the planned objectives, and appropriate to assessed abilities, skills, gifts/talents, or needs of the student
- responsible persons assigned to activities or projects
- date of Child Study Team meeting(s) and signatures of members
- parent signature and consent for placement in program
- specific measures designed to evaluate student progress on each goal and objective

C. Program Suggestions/Alternatives

Exceptional children and youth who have been identified as eligible for the gifted/talented program, often have a combination of skills, abilities, interests, and capabilities. Activities commensurate to meet these unique needs should be provided by various techniques and strategies. Programs providing for multiple types of gifts/talents are encouraged.

The following program models can be offered singly or in combination with other strategies and alternatives designed to fit local district needs or meet specific assessed needs of particular students.

Regardless of the program model selected, the identified students must spend a minimum of five hours per week in a program with a differentiated curriculum which is not available in the regular classroom program. Page 29 (1st para.)

1. Early Programming - in those districts where preschool programs are provided, young children who evidence high aptitude or who demonstrate advanced abilities (reading, writing, reasoning, verbal abilities, etc.) must be provided an opportunity to be included. This may be more easily managed where multi-age grouping or an ungraded setting is provided.

2. Acceleration (Elementary) - in those areas of study which describe a continuum of study, or a sequence of skills in some hierarchical relationship, it may be appropriate for the highly advanced and motivated student to proceed rapidly through that continuum of skills either individually or in small task groupings. This is not intended as "grade-skipping" but as an alternative provision for those students with advanced skills in academic or non-academic areas. The student would remain in the regular classroom with his/her peers for the majority of the day, but should be allowed to advance in those areas where basic skills have already been mastered. This could be accomplished through the provision of special materials, an allotment of time assigned to a resource room, independent study, or through multi-age grouping.

3. Multi-Age Grouping - children of advanced ability may benefit from opportunities that allow them to work in task groups of varying duration with students from other grade levels who have similar interests and abilities. Such arrangements would be on a part-time basis, usually during a period when that student has mastered the skills being presented or developed in the regular classroom setting.

   Small clusters of students who have similar interests and abilities would work together on tasks within a mutually-agreed-upon period of time. Seminars of interest to these particular students could provide time to stimulate

the thinking or exploration in particular fields of interest, but must not be construed to mean that these students would remain together for long periods of time (such as a self-contained situation). Each student must have an individualized program geared to meet his or her particular needs, but the sharing of activities, ideas, or projects can be beneficial to students with similar gifts or talents.

4. Resource/Interest Centers - learning centers or areas can be created for active students who could become involved with materials reflecting a subject area focus (math, science, social science, language arts, or a combination of these and others) developed to encourage higher cognitive levels and processes. This could be a laboratory-type setting designed to stimulate curiosity, broaden student knowledge and interest, develop higher levels of thinking and activity, and motivate the student who might possibly be an "underachiever". The students could work individually or together on pursuits of their own choosing or interest, or on a contractual agreement under the supervision of an advisor or teacher. The important feature is that the center be made accessible to the student who can work for an appropriate amount of time to develop gifts, talents, projects, and/or products.

5. Community Resources (Talent Bank) - the local or regional school and community population is potentially a rich resource of human talents ranging across a variety of different areas and types. Once that population has been identified, a "talent bank" listing of persons with specific skills, interests, aptitudes, etc., could be compiled. Mentors or consultants can be matched with students who share similar talents or interests.

6. Mentorships - individual students would work with assigned adult or other resource person or consultant on a regular basis, matching the student need in an area of study with a person having particular expertise in that area or field. This is especially suitable for involving those persons in the community who can volunteer time, expertise, and knowledge in various fields.

   Orientation of mentors should be available to enable those persons (to whom a student may be assigned as an intern or for special projects) to understand the goals and objectives of the gifted/talented program, the nature of the students involved, and the nature of the total program.

7. Artists-in-the-Schools - a special kind of mentorship approach bringing visual or performing artists into a school on a matching money basis. Professional artists are available to come into the school and the community for residencies workshops, inservice seminars, and performances.

For information, contact:

Bitsy Bidwell
Artists-in-the-Schools Program
Idaho Commission on Arts and Humanities
c/o Statehouse Mail
Boise, Idaho 83720
(208) 384-2119

8. "Happenings" - opportunities to develop specific gifts or talents can be provided through:

   a. Special lectures -- periodic, high interest presentations by school personnel or community persons ranging across a variety of topics attended voluntarily by students interested in these topics, and would be a stimulus to further in-depth study on an individual or small group basis.

   b. Student performances and/or presentations -- either during the school day or with scheduled evening hours for talented students, individually or as a group, to share particular interests or expertise to a volunteer audience (students, teachers, parents, etc.)

   c. Field trips -- visits to areas of special interest to students with particular gifts or talents, such as museums, colleges or universities, industrial plants, libraries, businesses or professional offices, technological exhibits, archeological digs, theatre or arts, etc.

   Extended summer travel opportunities with professional leadership to supplement studies could be included; student interests could be stimulated in new areas of inquiry or exploration.

9. Independent Study (Flexible Scheduling) - opportunities can be provided for a student to engage in exploratory study, research, or pursue closely defined in-depth projects. This is especially effective if students have an opportunity to make use of a flexible amount of study time.

10. Mini-Courses or Activities - opportunities can be provided for students on a voluntary basis to pursue areas of specific interest, such as aeronautics, creative math, chess, artistic creations (murals, city-building or planning, etc.), crafts, and many other areas determined by needs or abilities of particular students.

11. Accelerated Program (Secondary) - secondary level students of high academic talent may benefit from opportunities to engage in specific subject area studies or experiences which qualify them, upon successful examination, to achieve sophomore standing in those colleges participating in the Advanced Placement Program. Participation may be on a type of "correspondence course" basis.

12. Student Internships - students may be provided opportunities to work and learn on-site in a field study or practicum relationship with a mentor. Resources can include persons in the professions, business, industry, arts, and many other areas. The study effort represents a learning opportunity for the student of demonstrated or potential talent. This is not to be confused with any general work program aimed solely to earn money while attending school. This type of relationship is more in the form of an apprenticeship.

    The Executive High School Internships Program emphasizes the development of critical thinking skills, acquisition of knowledge, and effective oral and written communication. Serving as a reinforcement of the school's ongoing efforts to promote intellectual development, it serves as a supplement to the standard curriculum. For more information, contact:

    Executive High School Internships of America
    680 Fifth Avenue
    New York, N.Y. 10019

D. Modified Program Models

In those districts where a facilitator is not available, or is employed on a part-time basis, some of the above-listed program models may need to be modified for gifted/talented students. A team-teaching approach using regular education personnel with specific expertise in a particular area could be utilized, and would be most applicable to provide for students who are not enrolled in the program on a full-time (5 hours per week) basis. Teams of two or more teachers can work collaboratively in the planning, implementation, and evaluation of a program for student talent development. Such teaming can provide increased flexibility in working with different groupings of students in terms of those students' specific abilities and interests. Teaming can provide longer blocks of time within which talented students may work in small groups or on an

individual basis. Each program, however, must be planned to meet individual student needs, and must not be implemented on a class or group basis.

Another program modification could be referred to as "consultative". In this type of arrangement, the facilitator for gifted/talented works in close coordination with the regular classroom teacher, providing resources, materials, and other special experiences or learning activities for the student within the regular classroom setting. In small school districts, gifted/talented students may be served in a resource room.

The identified gifted/talented student can receive special experiences and learning activities from the teacher in the regular classroom, with the gifted/talented facilitator working on a continuing consultative basis with the teacher. This is especially applicable in classrooms where learning centers or special interest centers are available.

The important consideration is that flexibility be allowed for the gifted/talented student. Whether in the regular classroom, learning center, resource room or library, independent study periods could provide sufficient time for the student to complete a project or activity.

In either a full-time program placement or on a consultative basis, the district should have the documentation on file qualifying each student for special education and recording the amount of gifted/talented program time arranged for that student.

SECTION III

THE EVALUATION PLAN

II. THE EVALUATION PLAN

A. Evaluation Design

The main purpose of an evaluation is to determine the extent to which program goals, objectives, and activities are being achieved, and their impact upon student progress. The goals and objectives of the program plan will provide the framework for building the evaluation plan. Thus, the evaluation should focus on both overall program operation and specific student progress.

If the evaluation design has been developed during the planning phase, both formative and summative techniques will have been included. Summative evaluation (such as pre/post test information) is important to assess overall student progress and program administration, but formative (ongoing) evaluation is equally as important to insure continuous assessment of both student(s) progress and program operation, to determine if changes or revisions are needed.

1. Evaluating Student Outcomes

Goals and objectives related to student outcomes require evaluation devices which measure the extent to which these activities have been achieved. Techniques particularly relevant to evaluating student objectives and activities include:

a. Criterion-referenced or standardized tests

b. Student and parent interviews or questionnaires

c. Teacher observations

d. Observations of student behavior

e. Attitude Check Lists

f. Sociograms

g. Student journals

h. Community interviews or questionnaires

i. Comments or statements from mentors or experts in the area of student talent

Individual student assessments or evaluations should include indications of changes in behavior, attitudes, study habits, progress, peer relationships, and other areas deemed pertinent by the Child Study Team and other persons involved in the education of the student.

2. Evaluating Program Effectiveness

Evaluation of program effectiveness requires techniques which provide documentation that activities are being implemented as originally planned according to the program goals and objectives. The documentation might include:

a. Dates of staff orientation meetings, number and/or names of personnel attending, topics covered, interests expressed, or other records/minutes/agenda of orientation meetings

b. Materials/supplies/equipment purchased

c. Records of inservice sessions and evaluation of results

d. Check lists of dates and program activities performed

e. Measurement of changes in perception of program by staff, students, or both

f. Measurement of student learning and/or development

The evaluation should provide a continuous flow of information about the effectiveness of the program. This enables program personnel to make mid-course corrections and provide for program improvement.

To obtain the data necessary to document the support of the activities conducted for each objective, the consumers should evaluate the effectiveness of the activities. This may mean that evaluation questions are addressed to administrators, teachers, ancillary personnel, parents, mentors, students, community persons, etc.

When the assessments and evaluations are completed and the information compiled, the results should indicate not only if the goals and objectives have been met, but should serve to assist the members of the Child Study Team during the Annual Review with regard to future plans for each student identified as gifted/talented.

B. Evaluation Techniques

To aid in a complete evaluation of gifted/talented programs, the following areas could be considered:

1. Description of gifted/talented program:

   a. schools involved (and total student populations)
   b. number of children enrolled
   c. type(s) of program(s)
      . brief general description
      . course offerings
      . special activities
      . resources utilized

2. List of students involved in program

   a. description of individual program for each student
   b. progress of students involved:
      . student self-evaluation of progress
      . parent evaluation of student progress (changes in behavior at home should be included)
      . facilitator evaluation of student progress
      . assessments or observations of other school personnel

3. Other Student Assessments

   a. comments - observations of perceptions of gifted/talented students, as seen by selected other students
   b. carry-over of activities and projects into regular classroom situation and effect on other students, as seen by classroom teacher
   c. applicability of specific activities in gifted program for regular student participation, according to classroom teachers

4. Parent and Community Involvement

   a. statement of opportunity for parent involvement and results of efforts in that area
   b. resources, businesses, agencies or organizations utilized in gifted/talented program
   c. parent and community person's perceptions of overall program

5. Administrative Evaluations

   a. Superintendent's evaluation of program
   b. Building Principal's evaluation
   c. Psychologist/Counselor evaluation
   d. Director/Supervisor of Special Education evaluation
   e. Feedback from other administrative personnel

6. Facilitator Evaluation

   a. Identification of pros and cons of overall gifted/talented program
   b. Recommendations for change

7. Faculty Perception of Program

   a. Discussion of pros/cons of program by faculty members
   b. Relationship and cooperation of classroom teachers and program facilitator
   c. Classroom teacher evaluation of gifted/talented students:

      - changes in behavior or study habits of gifted/talented in classroom
      - value of time taken out of classroom situation
      - overall assessment of value of gifted/talented program

8. On-site program review by State Department consultants or other outside evaluators

9. Funding

   a. Available Income

      . state
      . district
      . other

   b. Budgeted and Actual Expenditures

      . salaries
      . travel
      . inservice training
      . materials
      . other

   c. Records and comparison of total receipts and expenditures

C. Results of Evaluation

Comprehensive evaluation criteria will include most of the characteristics by which an appropriate program can be judged. The evaluation of a well-planned program will reveal:

1. Program objectives were clear, well formulated and appropriate.

2. Inservice programs were provided to acquaint classroom teachers and teachers of the gifted with characteristics and problems of gifted students, special appropriate teaching strategies, and assessment procedures.

3. Program consistency was exhibited by the agreement between the district's definition of gifted, and its selection of identification instruments and evaluation tools.

4. The program shows a planned sequential development of the child's gifted ability throughout his education, indicating a continuum of resources, services, and activities.

5. The program follows a process approach toward meeting a local need.

   a. Persons responsible for conducting the program plan have determined objectives, activities and program evaluation procedures.

   b. Future programs are based upon the results of the preceding programs.

   c. Programs which were effective in meeting an objective are continued.

   d. Programs which did not meet their objectives were altered, based on their results.

   e. The programs which appeared most effective were those which tried to follow an annual planning and evaluation process.

   f. The programs were appropriate for and were designed to meet the atypical needs, abilities gifts/talents of the students identified and selected for the program.

   g. Funds budgeted were adequate to implement the planned program.

D. Additional Considerations

Although standardized tests, instruments, and other measurements (such as those listed in Appendix B) are useful in identification of students and for summative information, there are considerations unique to each program or district that can be addressed on a continuing basis. The following questions may assist as a checklist for ongoing planning and future program operation and administration.

1. Has the program been initiated according to the district plan originally written?

a. time lines followed
b. responsibilities carried out by persons as originally assigned
c. Advisory Committee established and utilized on a continuous basis

2. Were the criteria for student selection adhered to? Has the program developed in accordance with student needs identified?

3. Were the goals and objectives developed as originally stated?

   a. long-range plans and goals (as projected)
   b. short-range goals and objectives (developed according to plan)

4. Were activities, projects, educational resources and services provided as originally planned?

5. Did the program components fit well together? Was there coordination with the total educational program?

6. Was the original staff orientation provided to administrators, teachers, and other school personnel effective?

7. Did the inservice training prove successful for staff? Parents? Mentors? Community persons? Others?

8. Were other agencies, organizations, resources and services utilized as originally planned?

   a. What groups or persons were contacted?
   b. What type of coordination was developed?
   c. How successful were these contacts?

9. What has been the involvement of the parents in the program?

   a. training
   b. workshops
   c. volunteers
   d. parent groups formed
   e. talent bank

10. How can the program strengths be reinforced?

11. What action is needed to modify the weaknesses in the program?

12. How can information discovered on program strengths and weaknesses be of assistance in future program maintenance activities?

When assessing student progress, the following checklist might be of assistance:

1. Was an IEP: Total Service Plan developed for each student identified as eligible for the program?

   a. Were the originally-planned goals for the student as appropriate as first projected?

   b. Was the Instructional/Implementation Plan carried out as written? Are any changes needed?

   c. Did the IEP provide for a differentiated curriculum? Was it carried out as planned?

2. Was there documentation that the student's needs could not be met on a full-time basis in the regular classroom? Will scheduling changes be needed?

3. Did the student progress or perform as originally anticipated (in accordance with the results of the comprehensive evaluation)?

   a. activities or projects carried out to completion
   b. responsibilities adhered to
   c. schedules maintained

4. Has there been a follow-up conference/consultation with facilitator and regular classroom teacher where student is enrolled? With other appropriate school personnel?

5. Have parents received reports of student activities, progress, program? Are additional contacts needed?

6. Have the students been counseled regarding the gifted/talented program, activities, projects, attitudes, relationships, etc., as related to the total educational program?

SECTION IV

APPENDICES

A. Forms

1. State Department of Education Forms

2. Sample IEP Forms

B. Measurement Devices

C. Characteristics

1. Gifted/Talented/Creative Students

2. Traits/Characteristics of Facilitators

D. General Resources and References

APPENDIX A: FORMS

1. The forms required to operate a gifted/talented program are the same as for all Special Education Programs. The next few pages include:

   (a) Request for Approval of Special Education Programs

   (b) Approval of School District Ancillary Personnel: Professional

   (c) Approval of School District Ancillary Personnel: Classroom Aides

   (d) Special Education Enrollment Forms: Gifted and Talented

REQUEST FOR APPROVAL OF SPECIAL EDUCATION PROGRAMS

SCHOOL YEAR 1978 - 1979

SCHOOL DISTRICT NAME _____ NUMBER _____ PROJECTED TOTAL SCHOOL ENROLLMENT 1978-1979

I. OUR SCHOOL DISTRICT PLANS TO OPERATE SPECIAL EDUCATION DURING THE 1978-1979 SCHOOL YEAR AS:

_____ Single District
_____ Multi-district with the following cooperating Districts: (List administrative/fiscal district first)

Types of Services to be Shared:

_____ _____
_____ _____
_____ _____

_____ Contractual arrangement(s) for _____ student(s) with the following agency and/or school district(s):

_____
_____

II. ANCILLARY FUNDING APPROVAL IS REQUESTED FOR THE FOLLOWING SPECIAL EDUCATION PERSONNEL FOR THE 1978-1979 SCHOOL YEAR:

A. SPECIAL EDUCATION TEACHER: (By Type of Program Model)	CURRENT NUMBER(FTE) 1977-78				PROJECTED NUMBER(FTE) 1978-79				FOR SDE USE ONLY	
	Elem. K-6	Sec. 7-12	Other*	Total	Elem. K-6	Sec. 7-12	Other*	Total	Number Approved	Comments:
Resource Room: Mild/Moderate										
Resource Room: Severe										
Self-Contained: Moderate										
Self-Contained: Severe										
Special Design (Enclose Description)										
Gifted/Talented Facilitator										
Secondary Vocational										
Homebound										
	TOTAL TEACHERS :									
B. GIFTED/TALENTED AIDE										
C. SPECIAL EDUCATION AIDE **										
D. COMMUNICATION DISORDERS SPECIALIST										
E. AUDIOLOGIST										
F. PSYCHOLOGIST										
G. PSYCHOLOGICAL EXAMINER										
H. SOCIAL WORKER										
I. CONSULTING TEACHER										
J. SUPERVISOR										
K. DIRECTOR										

Other* ... including Combination and/or Ungraded

** Funding approval for Aide contingent upon sufficient student enrollment. (See Administrative Rules & Regulations, page 17.)

III. FOR ADDITIONAL SPECIAL EDUCATION TEACHERS (Row A) PROJECTED DURING 1978-79, PLEASE INDICATE THE LOCATION (SCHOOL) OF THE PROPOSED CLASSROOM, THE TYPES OF EXCEPTIONAL CHILDREN TO BE SERVED, AND OTHER PERTINENT INFORMATION WHICH DOCUMENTS THE NEED FOR EXPANSION:

_____
_____
_____
_____

IV. FOR REMAINING TYPES OF PERSONNEL INCREASES, PROVIDE JUSTIFICATION AS APPROPRIATE (Rows B - K):

_____
_____
_____
_____

_____ _____ _____
Signature of School District Superintendent Date Signature of Supervisor of Special Education State Department of Education

_____ _____ Date of Signature: _____
Signature of Special Education Director Date

Return white and yellow copies to SDE.
Retain pink copy for District file.

APPROVAL OF SCHOOL DISTRICT AUXILIARY PERSONNEL

Retain white, and two yellow copies to SDE.
Retain pink copy for District file.

School District Name and Number:

PROFESSIONAL PERSONNEL

FOR S.D.E. Use Only			List in Alphabetical Order by Type of Position				Regular Teacher Salary Schedule Placement						For S.D.E. Use Only					
Date	Appr.	Disap.	Name of Personnel	Title or Position	Social Security Number	% of time in Sp. Ed.	Training	Experience (include current year)	Contract Period (Report in Months)	Contract Salary	Placement on Regular Teacher Salary Schedule	Salary Eligible (Regular Teachers Schedule Plus Extended)	AOS	Degree Level	Type of Cert.	Area(s) of Endorse. (for teachers)	Certificate Number	Expir. Date

-38-

School District Name and Number:

Return white and yellow copies to SDE.
Retain pink copy for District file.

APPROVAL OF SCHOOL DISTRICT ANCILLARY PERSONNEL--CLASSROOM AIDES

FOR S.D.E. USE ONLY			List in Alphabetical Order					FOR S.D.E. USE ONLY				
									PAYMENTS			
Date	Appr.	Disap.	NAME	% of Time in Sp. Ed.	TEACHER ASSIGNMENT	Salary (per day)	No. of Days of Contract	80%	OCTOBER 19__	FEBRUARY 19__	MAY 19__	JULY 19__

SPECIAL EDUCATION ENROLLMENT FORM - GIFTED AND TALENTED

Return white and yellow copies to SDE. Retain pink copy for District file.

GIFTED/TALENTED PROGRAM LOCATION	
District Name	District No.
Building Name	Building No.

G/T TEACHER/FACILITATOR	
Name	Time in G/T %
Name of G/T Aide	Time in G/T %

LEVEL OF PROGRAM(S)

- ☐ Kindergarten (K)
- ☐ Primary (1-3)
- ☐ Intmdt. (4-6)
- ☐ Jr. High (7-9)
- ☐ Sr. High (10-12)

TYPE OF PROGRAM(S)

- ☐ Academic
- ☐ Creative
- ☐ Vis-Perf. Arts
- ☐ Leadership
- ☐ Combination
- ☐ Other _____

DISTRICT ADMINISTRATOR

I certify that this information about exceptional children who receive special education and related services is accurate.

Signature of Superintendent

Date of Signature

STUDENT NAME	STUDENT NUMBER	SECOND SEMESTER CHANGES: N–New D–Dropped U–Update	GRADE	AGE	SEX	ENROLLMENT STATUS - GIFTED/TALENTED PROGRAM				Status Change*	
						Date Enrolled (Mo., Day, Yr.)	Status		Hrs. Per Week in G/T Program	Date	Type
							New	Cont'd			
			A	B	C	D	E	F	G	H	I
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
15											
16											
17											
18											
19											
20											
21											
22											

***STATUS CHANGE . . . CODE**

Type –

1. Dropped out of school or graduated

Transferred

2. . . . . out of school district
3. . . . . out of G/T Program
4. . . . . to another G/T class or program in district
5. . . . . to school where no G/T program is available
6. Other (specify) _____

2. Sample IEP/IIP

The following pages display Individual Education Program forms with sample goals and objectives for gifted/talented children.

The Total Service Plan identifies the present level of the student's educational performance, recommended placement, extent to which the student will participate in the regular classroom, the long-term annual program goals, the planned learning activities and the projected date of the Annual Review of progress.

The Instructional/Implementation Plan contains the specific instructional objectives to implement the program goals, the date instruction is to begin, the target date for completion, and a statement of the level of mastery to be achieved for each instructional objective.

Readers should consult Individual Education Programs for Idaho's Exceptional Children, May 1977 for more specific suggestions.

INDIVIDUAL EDUCATION PROGRAM: Total Service Plan
and Annual Review

Name: Mary Smith Sex: F Grade: 7

Address: 1230 Main Street Zip: 90000 Phone: 621-3456

Parents: John and Marsha Smith Present Placement: Gifted/Talented

Date of Birth: 8/13/65 C.A. 12

V Permission is given for the educational placement described.

____ Permission for this placement is denied.

9/10/77 John & Marsha Smith
Date Parent Signature

Date of Child Study Team Meeting: 9/10/77

Signatures and Positions of Team Members:

George Brown, Principal

Sally White, Psychologist

Ted Green, Gifted Talented Facilitator

Ben Blue, Reg. Classroom Teacher

Marsha Jones Librarian

Placement recommendations (including extent of time in regular education and legal category of exceptionality for state funding purposes only): Mary should be placed with a mentor four hours a week for continued development of math & reading skills as well as leadership ability. She should spend an additional three hrs. per week in the learning resource center.

Summary of Present Level of Student Performance:
Mary is functioning in reading skills at the eleventh grade level; math skills at the tenth grade level. Last year's mentor, Mr. Williams, has recommended development of leadership skills potential.

Long-term Program Goals	Special Education Program and/or Related Services	Person(s) Responsible	Date of Placement
To develop higher cognitive skills in synthesis and divergent thinking.	Mentorship in County Planning Office (4 hours per week)	Ted Green, Facilitator	9/15/77
To develop skills in statistical analysis	Math class Independent Study, Learning Resource Center (3 hours per week) Mentorship	Marshall Brown, Director County Planning Office Ben Blue, Math Teacher	9/10/77
		Marsha Jones, Librarian	

Annual Review Information

Date of Review: 5/15/78

Progress toward Long-term Goals:

Recommended Placement:

INDIVIDUAL EDUCATION PROGRAM
Instructional/Implementation Plan

Student Name: *Mary Smith* I/IP for Skill Area: *Higher Cognitive Skills*

School: *Central Junior High* Special Education Program and/or Related Service:

Teacher: *Ted Green* Date of I/IP: *9/10/77* *Gifted/Talented*

Long-term Program Goal (from Total Service Plan):
To develop higher level cognitive skills in knowledge synthesis and divergent thinking

Student has/has not reached long-term goal: Date:

SHORT-TERM INSTRUCTIONAL OBJECTIVES
(in sequence of estimated achievement)

Date Begun	Target Completion Date	Objectives: Behavior	Objectives: Conditions	Mastery Criteria	Mastery Date
9/15/77	*10/9/77*	*Describe functions of research*	*in County Planning Agency*	*To satisfaction of Marshall Brown, Director of County Planning Office and Mary Johnson, State Planning Officer*	*10/9*
9/30/77	*11/15/77*	*Prepare 5-year population projections*	*in Polk County*	*Procedures for Statistical analysis will be evaluated by Marshall Brown and Ben Blue, Math Teacher*	*11/15*
10/20/77	*1/15/78*	*Write a Synthesis paper on leadership requirements*	*in County Government*	*Paper will be reviewed by 3 county commissioners, Marshall Brown, & Rex Thompson, Social Studies Teacher*	*1/15/78*
11/15/77	*1/15/78*	*To describe Potential Implication*	*of population growth on Polk County's Economy*	*Evaluation of paper by Rex Thompson, Tom Ford, Chairman of Chamber of Commerce, and Marshall Brown.*	*11/15/78*

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INDIVIDUAL EDUCATION PROGRAM: Total Service Plan
and Annual Review

Name: Johnathan Browning Sex: M Grade: 5

Address: 516 N. Firth St. Zip: 83611 Phone: 362-4789

Parents: Quincy/Helen Browning Present Placement: 5th grade class

Date of Birth: Jan. 7, 1967 C.A. 10 yrs. 8 mo.

X Permission is given for the educational placement described.

____ Permission for this placement is denied.

9/29/77 Helen Browning
Date Parent Signature

Date of Child Study Team Meeting: Sept. 29, '77

Signatures and Positions of Team Members:

Monroe Phillips — Principal
Mary Parkins — Facilitator G/T
George Thompson — Science Teacher
[illegible] — Teacher: grade 5
Quince Browning — Parent
Jean Rorem — Psychologist

Placement recommendations (including extent of time in regular education and legal category of exceptionality for state funding purposes only): One hour daily in gifted/talented program. Independent study with planned project in area of scientific interest.

Summary of Present Level of Student Performance:
Johnathan is achieving at the 9th grade level in all subjects. Test scores, interest surveys, observational data (attached) indicate high aptitude and special interest in science areas.

Long-term Program Goals	Special Education Program and/or Related Services	Person(s) Responsible	Date of Placement
To increase Johnathan's awareness in areas of science for development of independent study with project or product of his choice/interest.	Facilitator for G/T	Mary Parkins	10/5/77
	Science Instructor	George Thompson	10/12/77

Annual Review Information

Date of Review: _____

Progress toward Long-term Goals:

Recommended Placement:

INDIVIDUAL EDUCATION PROGRAM
Instructional/Implementation Plan

Student Name: Johnathan Browning | I/IP for Skill Area: Science

School: Westside Middle Grade | Special Education Program and/or Related Service:

Teacher: F. Henning | Date of I/IP: 10/29/77 | Program for Gifted/Talented

Long-term Program Goal (from Total Service Plan):
To increase Johnathan's awareness in areas of science for development of independent study with project or product of his choice/interest.

Student has/has not reached long-term goal: Date:

SHORT-TERM INSTRUCTIONAL OBJECTIVES
(in sequence of estimated achievement)

Date Begun	Target Completion Date	Objectives: Behavior	Conditions	Mastery Criteria	Mastery Date
		INSTRUCTIONAL OBJECTIVES FOR JOHNATHAN ARE LISTED ON THE FOLLOWING PAGES, DUE TO CONCEPTS TO BE MASTERED AND PROJECTS TO BE DEVELOPED.			

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INDIVIDUAL EDUCATION PROGRAM
INSTRUCTIONAL/IMPLEMENTATION PLAN

Name of Student Johnathan Browning Date of Birth 1/7/67 Age 10-8 Grade 5 School Westside Middle Grade

Date of I/IP October 29, 1977 Teacher Felicia Henning (grade 5)
Mary Parkins (G/T facilitator)

Goal: To increase Johnathan's awareness in areas of science for development of independent study with project or product of his choice/interest.

Long Term Objective:
Johnathan will be able to identify that living things are interdependent with one another and with their environment.

CONCEPT(S) (Steps Leading to Long-Term Objectives)	CONDITIONS	BEHAVIOR	CRITERIA	STRATEGIES AND/OR TECHNIQUES	DATE STARTED	DATE ENDED
Green plants use the sun's energy to product life supporting energy	Given an aquarium	Johnathan will write answer to: "What might happen to fish without the green plants."	100% accuracy	a. John will probe into the steps to follow in solving a problem. b. John will learn to hypothesize and set up an investigation to test his hypothesis. c. He will observe, record, and analyze results of the investigation. d. From the investigation, he will infer that green plants need sunlight to produce oxygen and that all animals need oxygen to live. e. John will apply these understandings to his own environment and discuss why we need to conserve the earth's plants and atmosphere.	10/6/77	11/4/77

INDIVID[illegible] EDUCATION PROGRAM
INSTRUCTIONAL/IMPLEMENTATION PLAN

Name of Student Johnathan Browning Date of Birth 1/7/67 Age 10-8 Grade 5 School Westside Middle Grade

Date of I/IP Oct. 29, 1977 Teacher Henning & Parkins

Goal: (continued from previous page)

Long Term Objective:

CONCEPT(S) (Steps Leading to Long-Term Objectives)	CONDITIONS	BEHAVIOR	CRITERIA	STRATEGIES AND/OR TECHNIQUES	DATE STARTED	DATE ENDED
Green plants manufacture and store food through the process of photosynthesis.	Given a simple food chain (i.e.-cat eats mouse, mouse eats seeds; plants produce seeds)	Johnathan will draw a similar food chain	100% accuracy	a. John will investigate photosynthesis in green plants. b. He will observe that lack of sunlight causes a leaf to lose chlorophyll. c. He will test for the presence of starch in leaves exposed to different amounts of sunlight. d. John will analyze data. e. He will then infer that green plants need sunlight to manufacture starch. f. He will evaluate how plants directly contribute to their own health	11/6/77	12/1/77

(NOTE: Additional objectives would be added to this I/IP for completion of the long-term goal.

APPENDIX B

Measurement Devices

APPENDIX B - MEASUREMENT DEVICES

There are many measurements available that can be used as screening devices, diagnostic tools, identification tests, and evaluation procedures to determine eligibility of children and youth for a gifted/talent program. Various types are suggested in this section, but this list does not constitute endorsement of any given test or company. Equally good instruments can be found through perusal of the literature and/or Buros' Mental Measurement Yearbooks. Teacher-made tests should also be used when deemed appropriate by the Child Study Team.

I. SCREENING INSTRUMENTS

(Used for initial screening only, and not as a final assessment of intellectual ability.)

Name of Test Company or Corporation	Ages	(or)	Grade Levels
.California Test of Mental Maturity McGraw Hill			
.Cognitive Abilities Test Houghton Mifflin Company		K-1, 2-3, 3-12	
.Henmon Nelson Tests of Mental Ability Houghton Mifflin Company		K-2, 3-6, 6-9, 9-12	
.Kuhlman-Anderson Test Personnel Press		5-7, 7-9, 9-12	
.Lorge Thorndike Intelligence Tests Houghton Mifflin Company			3-13
.Metropolitan Readiness Test	3-6 yrs.		
.McCarthy Scales of Children's Abilities	2-8 yrs.		
.Otis-Lennon Mental Ability Test			K-12
.Peabody Picture Vocabulary Test American Guidance Service	2.5-18 yrs.		
.Pictorial Test of Intelligence Houghton-Mifflin	2.5-8.5 yrs.		
.Renzulli-Hartman Behavioral Scale			
.Slosson Intelligence Test			

II. INTELLIGENCE - INDIVIDUAL TESTS

Name of Test Company or Corporation	Ages (or)	Grade Levels
.Catell Infant Intelligence Scale	3-30 months	Preschool
.Columbia Mental Maturity Scale		
.Concept Assessment Kit - Conservation Educational and Industrial Testing Service		K-3
.Detroit Test of Learning Aptitude Dobbs-Merrill Company, Inc.	3 yrs.-Adult	
.Leiter International Performance Scale Arthur Adaptation	3-8 yrs.	
.Stanford-Binet	2 yrs.-Adult	
.Vane Kindergarten Test Clinical Psychology Publishing Company, Inc.	4-6 yrs.	
.Wechsler Preschool and Primary Scale of Intelligence (WPPSI)	4 through 6.5 yrs.	
.Wechsler Intelligence Scale for Children Psychological Corporation--Revised	5-15 yrs.	
.Wechsler Adult Intelligence Scale (WAIS)	16 yrs. and over	

III. APTITUDE TESTS

.Academic Promise Test Abstract reasoning, language, numerical verbal and non verbal Psychological Corporation		6-9
.Differential Aptitude Tests Psychological Corporation		8-12
.General Aptitude Test Battery United States Employment Service	16 yrs. and over	
.Guilford-Zimmerman Aptitude Survey Sheridan Psychological Services, Inc.		9-12
.Kuhlman-Finch Scholastic Aptitude Tests American Guidance Service		1-12
.S.O.I. Learning Abilities Test S.O.I. Institute, El Segundo, CA		

IV. ACHIEVEMENT TESTS

Name of Test Company or Corporation	Ages	(or)	Grade Levels
.California Achievement Tests CTB/McGraw Hill			All grade levels
.Iowa Tests of Basic Skills Houghton Mifflin Company			All grade levels
.Metropolitan Achievement Tests Harcourt, Brace and Jovanovich			All grade levels
.Peabody Individual Achievement Test American Guidance Service			
.SRA Achievement Series Science Research Associates, Inc.			1-9
.Stanford Achievement Test Harcourt, Brace and Jovanovich			1.5-9
.Wide Range Achievement Test, Revised Guidance Associates of Delaware, Inc.	5-11, 12+		

V. CREATIVITY/DIVERGENT THINKING

.Creativity Tests for Children Sheridan Psych. Services, Inc.			4-6
.Goodenough-Harris Drawing Test			
.Guilford Creativity Tests for Children Sheridan Psych. Services, Inc.			4-6
.Mooney Problem Checklist Psychological Corporation			7-9 9-12
.Thinking Creatively with Sounds and Words Research Edition (Personnel Press)			3-12
.Torrance Tests of Creative Thinking - Verbal Personnel Press			4-12
.Torrance Tests of Creative Thinking - Figural Personnel Press			1-12

VI. LEADERSHIP/SELF-CONCEPT

Name of Test Company or Corporation	Ages	(or)	Grade Levels
.Alpha Biographical Inventory Institute for Behavioral Research in Creativity, Salt Lake City, Utah			9-12
.Bonney-Fessenden Sociogram			
.Children's Personality Questionnaire Institute for Personality and Ability Testing	8-12		
.Early School Personality Questionnaire (ESPQ) Institute for Personality and Ability Testing--1602-04 Coronado Drive, Champaign, Illinois (Copy 1966)			1-3
.How do You Really Feel about Yourself? (HDYRFAY?) Frank Williams 3760 Dallas Road N.W. Salem, Oregon 97304			4-12
.Junior-Senior High School Personality Questionnaire (HSPQ) Cattell and Porter Institute for Personality and Ability Testing			7-12
.Personality Rating Scale Educators and Employers Tests and Services Associates			4-12
.The Piers-Harris Childrens' Self Concept Scale (The Way I Feel About Myself) Counselor Recordings and Tests Box 6184 Acklen Station Nashville, Tennessee 37212 Manual $1.00; Test Booklets (non-reusable) 1-99 - 23¢ each, 100+ - 20¢ each - copyright 1969			5-12
.School Attitude Test McCallon Learning Concepts 2501 N. Lamar Austin, Texas 78705			Elem.
.The Self-Concept and Motivation Inventory (SCAMIN) What Face Would You Wear? Person-O-Metrics, Inc. Evaluation and Development Services 20504 Williamsburg Road Dearborn Heights, Michigan 48127 Copyright 1968			1-3 (early elementary form) 5-12 (intermediate form)

Name of Test Company or Corporation	Ages	(or)	Grade Levels
.Self Esteem Inventory (SEI) Coopersmith at the University of California at Davis			5-12
.Modified SEI			1-4
.The Tennessee Self Concept Scale (TSCS) Counselor Recordings and Tests Specimen Sets - $1.50			5-12
.Vineland Social Maturity Scale Educational Test Bureau	All ages		
VII. VISUAL OR PERFORMING ARTS			
.Barron Welsh Art Scale			
.Graves Design Judgment Test Psychological Corporation			
.Iowa Tests of Music Literacy Bureau of Educational Research and Service			4-12
.Torrance Tests of Creative Thinking Figural Personnel Press			1-12
.Seashore Measures of Musical Talents			4-12
VIII. MANIPULATIVE SKILLS			
.Arthur Point Scale (Leiter Adaptation)			
.Bennett Hand Tool Dexterity Test			K-12
.Crawford Small Parts Dexterity Test Psychological Corporation			7-12
.D.A.T. Mechanical Reasoning Test			7-12
.Mechanical Aptitude Test Acora Publishing Co.			7-16
.MacQuarrie Test for Mechanical Ability			
.Oseretsky Tests of Motor Proficiency			K-11
.Purdue Perceptual Motor Survey			1-4

IX. CULTURE FAIR TESTS

Name of Test Company or Corporation	Ages (or)	Grade Levels
.Arthur Point Scale	4 yrs. to Adult	
.Columbia Mental Maturity Scale (Requires no verbal response- minimal motor response)	2.5-16.2 yrs.	
.Comprehensive Test of Basic Skills S & T McGraw-Hill		
.Cooperative Preschool Inventory Cooperative Tests and Service	3-6 yrs.	
.Culture Fair Intelligence Test Cattell & Cattell - Institute for Personality & Ability Testing		
.Goodenough-Harris Drawing Test	3.2-13 yrs.	
.Ravens Progressive Matrices	5-11 yrs. (1947) 8-65 yrs. (1938)	
.Stallings Environmentally Based Screen (for initial screening of culturally different children)		

APPENDIX C

Characteristics

1. Gifted/Talented/Creative Students
2. Traits/Characteristics of Facilitators

APPENDIX C

1. Observable Characteristics of Gifted/Talented Students

There are many lists available at the present time to assist administrators, teachers, and other school personnel in observing various characteristics of students who may be eligible for gifted/talented programs.

On the following pages is a copy of the:

Renzulli-Hartman Scale for Rating Behavioral Characteristics of
(a) Superior Students
(b) Young Children
(c) Gifted and Creative Students
(d) Talented Pupils - Checklist

Also included is a Student Evaluation Sheet, an Identification of Culturally Disadvantaged, Underachieving (students), Characteristics of Able Disadvantaged (students), and several examples of nomination forms and parent information sheets.

Many of these lists and forms can be adapted to fit local district needs, including the additional pages entitled Hints on Selection of Gifted and Talented Students, developed by the Research and Guidance Laboratory at the University of Wisconsin.

IDENTIFICATION SUGGESTIONS--PERFORMANCE DATA

SCALES

The Renzulli-Hartman Scale
for Rating Behavioral Characteristics of Superior Students*

Name_____ Date_____

School_____ Grade_____ Age_____
Yrs. Mos.

Teacher of person completing this form_____

How long have you known this child? _____Months.

DIRECTIONS. These scales are designed to obtain teacher estimates of a student's characteristics in the areas of learning, motivation, creativity, and leadership. The items are derived from the research literature dealing with characteristics of gifted and creative persons. It should be pointed out that a considerable amount of individual differences can be found within this population; and therefore, the profiles are likely to vary a great deal. Each item in the scales should be considered separately and should reflect the degree to which you have observed the presence or absence of each characteristic. Since the four dimensions of the instrument represent relatively different sets of behaviors, the scores obtained from the separate scales should not be summed to yield a total score. Please read the statements carefully and place an X in the appropriate place according to the following scale of values.

1. If you have seldom or never observed this characteristic.
2. If you have observed this characteristic occasionally.
3. If you have observed this characteristic to a considerable degree.
4. If you have observed this characteristic almost all of the time.

Space has been provided following each item for your comments.

SCORING. Separate scores for each of the three dimensions may be obtained as follows:

Add the total number of X's in each column to obtain the "Column Total."

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*Exceptional Children, Volume 38, Number 3, November, 1971, pp. 211-214, 243-248 and Dorothy F. Syphers, Gifted and Talented Children: Practical Programming for Teachers and Principals. Arlington, Virginia: The Council for Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900. Developers are Dr. Joseph Renzulli, University of Connecticut, and Robert K. Hartman, Darien City Schools, Connecticut. Children with the highest scores on each behavior can be ranked. The behavior scores used in the student profile will be determined by the type of program being established.

Multiply the Column Total by the "Weight" for each column to obtain the "Weighted Column Total."
Sum the Weighted Column Totals across to obtain the "Score" for each dimension of the scale.
Enter the Scores below.

Learning Characteristics....._____

Motivational Characteristics....._____

Creativity Characteristics....._____

Leadership Characteristics....._____

PART I: LEARNING CHARACTERISTICS

1. Has unusually advanced vocabulary for age or grade level; uses terms in a meaningful way; has verbal behavior characterized by "richness" of expression, elaboration, and fluency.
2. Possesses a large storehouse of information about a variety of topics (beyond the usual interests of youngsters his age).
3. Has quick mastery and recall of factual information.
4. Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions (as distinct from information or factual questions); wants to know what makes things (or people) "tick."
5. Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people, or things; looks for similarities and differences in events, people, and things.
6. Is a keen and alert observer; usually "sees more" or "gets more" out of a story, film, etc. than others.
7. Reads a great deal on his own; usually prefers adult level books; does not avoid difficult material; may show a preference for biography, autobiography, encyclopedias, and atlases.
8. Tries to understand complicated material by separating it into its respective parts; reasons things out for himself; sees logical and common sense answers.

1*	2	3	4
Column Total			
Weight	1	2	3	4
Weighted Column Total				
TOTAL				

*1--Seldom or never
2--Occasionally
3--Considerably
4--Almost always

PART II: MOTIVATIONAL CHARACTERISTICS

1	2	3	4
Weight	1	2	3	4
Weighted Column Total				
TOTAL				

1. Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion. (It is sometimes difficult to get him to move on to another topic.)
2. Is easily bored with routine tasks.
3. Needs little external motivation to follow through in work that initially excites him.
4. Strives toward perfection; is self critical; is not easily satisfied with his own speed or products.
5. Prefers to work independently; requires little direction from teachers.
6. Is interested in many "adult" problems such as religion, politics, sex, race--more than usual for age level.
7. Often is self assertive (sometimes even agressive); stubborn in his beliefs.
8. Likes to organize and bring structure to things, people, and situations.
9. Is quite concerned with right and wrong, good and bad; often evaluates and passes judgment on events, people, and things.

Column Total

PART III: CREATIVITY CHARACTERISTICS

1	2	3	4

1. Displays a great deal of curiosity about many things; is constantly asking questions about anything and everything.
2. Generates a large number of ideas or solutions to problems and questions; often offers unusual ("way out"), unique, clever responses.
3. Is uninhibited in expressions of opinion; is sometimes radical and spirited in disagreement; is tenacious.
4. Is a high risk taker; is adventurous and speculative.
5. Displays a good deal of intellectual playfulness; fantasizes; imagines ("I wonder what would happen if..."); manipulates ideas (i.e., changes, elaborates upon them); is often concerned with adapting, improving, and modifying institutions, objects, and systems.
6. Displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others.

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7. Is unusually aware of his impulses and more open to the irrational in himself (freer expression of feminine interest for boys, greater than usual amount of independence for girls); shows emotional sensitivity.
8. Is sensitive to beauty; attends to aesthetic characteristics of things.
9. Is nonconforming; accepts disorder; is not interested in details; is individualistic; does not fear being different.
10. Criticizes constructively; is unwilling to accept authoritarian pronouncements without critical examination.

1	2	3	4
1	2	3	4

Column Total

Weight

Weighted Column Total

TOTAL

PART IV: LEADERSHIP CHARACTERISTICS

1. Carries responsibility well; can be counted on to do what he has promised and usually does it well.
2. Is self confident with children his own age as well as adults; seems comfortable when asked to show his work to the class.
3. Seems to be well liked by his classmates.
4. Is cooperative with teacher and classmates; tends to avoid bickering and is generally easy to get along with.
5. Can express himself well; has good verbal facility and is usually well understood.
6. Adapts readily to new situations; is flexible in thought and action and does not seem disturbed when the normal routine is changed.
7. Seems to enjoy being around other people; is sociable and prefers not to be alone.
8. Tends to dominate others when they are around; generally directs the activity in which he is involved.
9. Participates in most social activities connected with the school; can be counted on to be there if anyone is.
10. Excels in athletic activities; is well coordinated and enjoys all sorts of athletic games.

1	2	3	4
1	2	3	4

Column Total

Weight

Weighted Column Total

TOTAL

Scale for Rating Behavioral Characteristics of Young Children

Dr. Bettie Chamberlain Atwater, Department of Education, State of Florida, has taken the Renzulli-Hartman Scale and adapted it for young children. Persons desiring to use this should contact Dr. Atwater for permission.

TEACHER OBSERVATION/RECOMMENDATION

Teacher-Observation and Recommendation Sheet

Step 1 - All teachers of the child's previous or present grade level may be asked to list a certain number of children in their classes in relationship to the ethnic/racial composition of the grade or school who may be the:

a. most creative children;

b. children with most leadership;

c. most scientifically or mathematically oriented children;

d. children who do the best critical thinking;

e. child who does the most detailed planning and can follow through with plans;

f. the decision makers;

g. the ones who take unlike ideas and create a new idea; and,

h. most able children who are the most inconsiderate of others in terms of behavior.

Step 2 - Together with principal, guidance staff, etc. compare lists to determine number of frequencies in which names appear and list these.

Step 3 - Consult achievement and intelligence data on students listed to this point to compare recommendations with past performances.

Step 4 - Make recommendations as necessary based on findings keeping in mind the racial composition and total number of children to be placed.

Teacher-Made Observational Checklist

1. Checklist Based on Characteristics and/or Traits Common to Gifted

Teachers of gifted and talented students in a given school or school system are encouraged to combine their efforts and develop their own observational checklists. Listing of characteristics and traits common to gifted students may be helpful in establishing checklist.

2. Checklist Based on Intellectual Behavior Contributing to Creativity

Teachers of gifted and talented students may give consideration to developing checklists based on pupil behaviors which contribute to creativity. Intellectual pupil behaviors which contribute to creativity include the following:

Thinking Behaviors (cognitive)[1]

- Fluent thinking - the ability to think the most by producing a number of questions, ideas, solutions or alternatives.
- Flexible thinking - the ability to take different approaches by producing a variety of questions, ideas, solutions or alternatives.
- Original thinking - the ability to think of novel or unique approaches by producing ideas, questions, solutions or alternatives that others do not think of.
- Elaborative thinking - the ability to embellish or expand upon ideas, questions, solutions or alternatives.

3. Checklist Based on Non-Intellectual Behaviors Contributing to Creativity

Teachers of gifted and talented students may give consideration to developing checklists based on pupil behaviors which contribute to creativity. Non-intellectual pupil behaviors which contribute to creativity include the following:

Feeling Behaviors (affective)[1]

- Curiosity - the thirst to be inquisitive and want to know. To toy with an idea and try it on for size. Willingness to question, explore and follow an inclination just to see what might happen.
- Imagination - the power to wonder or feel intuitive about something that has never happened to the child. To visualize and build images of things or places never ventured into. The ability to dream in a world of fantasy.
- Complexity - the challenge to appreciate intricate problems or ideas. To seek order out of disorder and delve into gaps that exist between how things are and how things might be.
- Risk-taking - the courage to make a guess, be different or take a dare. To be able to function without structure and face failure, mistakes and criticism.

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[1]Frank E. Williams, Identifying and Measuring Creative Potential: A Total Creativity Program for Individualizing and Humanizing the Learning Process. Educational Technology Publication, Englewood Cliffs, 1972.

TEACHER CHECKLISTS

Checklist for Kindergarten*

Directions: Please place an X in the space beside each question which BEST describes the pupil.

	YES	NO
A. Language		
1. The pupil is able to read.	___	___
2. The pupil understands his relationship in such words as up-down, top-bottom, bjg-little, far-near.	___	___
B. Psychomotor Abilities		
1. The pupil exhibits coordination by being able to bounce a ball or tie his shoelaces.	___	___
2. The pupil can complete the missing parts of an incomplete familiar picture by drawing the parts in their proper perspective.	___	___
C. Mathematics		
1. The pupil can repeat five digits forward and reversed.	___	___
2. The pupil recognizes and understands the value of coins (penny, nickle, dime and quarter).	___	___
D. Creativity		
1. The pupil interprets stories or pictures in his own words.	___	___
2. The pupil displays curiosity by asking many questions or by other types of behavior.	___	___
E. General Characteristics		
1. The pupil readily adapts to new situations; he is flexible in thought and action; he seems undisturbed when the normal routine is changed.	___	___
2. The pupil seeks new tasks and activities.	___	___
3. The pupil tends to dominate others and generally direct the activity in which he is involved.	___	___

*Taken and adapted from materials prepared for Dade County, Florida Public Schools, Mr. James Miley, Coordinator for the Gifted.

Checklist for First Grade Pupils*

Directions: Please place an X in the space beside each question which BEST describes the pupil.

		YES	NO
1.	The pupil reads two years above grade level.	—	—
2.	The pupil recognizes the number and sequences of steps in a specified direction.	—	—
3.	The pupil forms sets and subsets.	—	—
4.	The pupil understands the concepts of place value.	—	—
5.	The pupil recognizes the properties of right angles.	—	—
6.	The pupil can create a short story from a familiar subject.	—	—
7.	The pupil interprets stories and pictures in his own words.	—	—
8.	The pupil questions critically.	—	—
9.	The pupil demonstrates flexibility in his thinking pattern and the ability to communicate to others.	—	—
10.	The pupil is self-confident with pupils his own age, and/or adults; seems comfortable when asked to show his work to class.	—	—
11.	The pupil has a well-developed vocabulary.	—	—
12.	The pupil has a vivid imagination and enjoys sharing his "stories" with others.	—	—

*Taken and adapted from materials prepared for Dade County, Florida Public Schools, Mr. James Miley, Coordinator for the Gifted.

Checklist for Grades 2-6*

Directions: Please place an X in the space beside each question which BEST describes the pupil.

	YES	NO
A. Learning Characteristics		
1. Has verbal behavior characterized by "richness" of expression, elaboration, and fluency.	___	___
2. Possesses a large storehouse of information about a variety of topics beyond the usual interests of youngsters his age.	___	___
3. Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people or things; looks for similarities and differences.	___	___
4. Tries to understand complicated material by separating it into respective parts; reasons things out for himself; sees logical and common sense answers.	___	___
B. Motivational Characteristics		
1. Is easily bored with routine tasks.	___	___
2. Prefers to work independently; needs minimal direction from teachers.	___	___
3. Has tendency to organize people, things and situations.	___	___
4. Is positive and zealous in his beliefs.	___	___
C. Leadership Characteristics		
1. Carries responsibility well; follows through with tasks and usually does them well.	___	___
2. Seems respected by his classmates.	___	___
3. Is self-confident with children his own age as well as adults; seems comfortable when asked to show his work to the class.	___	___
4. Is shy, responding generally when called upon.	___	___
5. Is "bossy" with his peers.	___	___

*Taken and adapted from materials prepared for Dade County, Florida Public Schools, Mr. James Miley, Coordinator for the Gifted.

Checklist for Recommending Gifted and Creative Students*
(Middle Grades and Above)

Student's Name _____ School _____ Grade _____ Homeroom _____

Teacher's Name _____ School Term _____

To the Teachers:

We need your help. We're looking for children in your classroom who you feel might be more able than their test scores indicate. The following list of characteristics, while by no means all inclusive, represents traits found in gifted and creative children. If any student in your class is described by at least twelve (12) of the items on this list, you may want to watch him more carefully for possible inclusion in the gifted program. Those items which are most applicable should be double checked. Will you help us by responding to the following checklist for the top students in your class? Supporting information and comments should be written on the back of this form.

____ 1. Is an avid reader.

____ 2. Has received an award in science, art, literature.

____ 3. Has avid interest in science or literature.

____ 4. Very alert, rapid answers.

____ 5. Is outstanding in math.

____ 6. Has a wide range of interests.

____ 7. Is very secure emotionally.

____ 8. Is venturesome, anxious to do new things.

____ 9. Tends to dominate peers or situations.

____10. Readily makes money on various projects or activities--is an entrepreneur.

____11. Individualistic--likes to work by self.

____12. Is sensitive to feelings of others--or to situations.

____13. Has confidence in self.

____14. Needs little outside control--disciplines self.

*San Francisco Unified School District Programs for Mentally Gifted Minors, William B. Cummings, Supervisor.

___15. Adept at visual art expression.

___16. Resourceful--can solve problems by ingenious methods.

___17. Creative in thoughts, new ideas, seeing associations, innovations, etc. (not artistically).

___18. Body or facial gestures very expressive.

___19. Impatient--quick to anger or anxious to complete a task.

___20. Great desire to excel even to the point of cheating.

___21. Colorful verbal expressions.

___22. Tells very imaginative stories.

___23. Frequently interrupts others when they are talking.

___24. Frank in appraisal of adults.

___25. Has mature sense of humor (puns, associations, etc.).

___26. Is inquisitive.

___27. Takes a close look at things.

___28. Is eager to tell others about discoveries.

___29. Can show relationships among apparently unrelated ideas.

___30. Shows excitement in voice about discoveries.

___31. Has a tendency to lose awareness of time.

Characteristics of Talented Pupils-Checklist*
(Can be used at any grade level)

School_____ Teacher_____

Directions: Place an X in the space beside each question which best describes the pupil.

Pupil's Name_____ Date_____

		YES	NO
1.	Displays a great deal of curiosity about many things.	___	___
2.	Generates ideas or solutions to problems and questions.	___	___
3.	Sees many aspects of one thing; fantasizes, imagines, manipulates ideas, elaborates.	___	___
4.	Applies ideas.	___	___
5.	Is a high risk taker; is adventurous and speculative.	___	___
6.	Displays a keen sense of humor.	___	___
7.	Is sensitive to beauty; attends to aesthetic characteristics.	___	___
8.	Predicts from present ideas.	___	___
9.	Demonstrates unusual ability in painting/drawing.	___	___
10.	Exhibits unusual ability in sculpturing or clay modeling.	___	___
11.	Shows unusual ability in handicrafts.	___	___
12.	Provides evidences of unusual ability in use of tools.	___	___
13.	Shows unusual ability in instrumental music.	___	___
14.	Demonstrates unusual ability in vocal music.	___	___
15.	Indicates special interest in music appreciation.	___	___
16.	Displays ability in role playing and drama.	___	___
17.	Demonstrates ability to dramatize stories.	___	___
18.	Shows ability in oral expression.	___	___
19.	Demonstrates unusual ability in written expression: creating stories, plays, etc.	___	___
20.	Shows evidence of independent reading for information and pleasure.	___	___
21.	Demonstrates ability in dancing; toe, tap, creative.	___	___
22.	Displays mechanical interest and unusual ability.	___	___
23.	Shows unusual skill and coordination in his gross muscular movements such as ball playing, running.	___	___

*Taken and adapted from materials prepared for Dade County, Florida Public Schools, Mr. James Miley, Coordinator for the Gifted.

Student Evaluation Sheet*

Name:_____ School:_____ Date:_____

Teacher:_____ Subject:_____ Grade:_____

	EVALUATION		
	High	Average	Low
I. ATTITUDES			
A. Respects Self			
1. Recognizes strengths			
2. Recognizes weaknesses			
3. Level of self-image			
B. Respects Others			
1. Recognizes strengths.			
2. Accepts weaknesses			
3. Involvement			
C. Sense of Responsibility			
1. Standard of motivation			
2. Standard of achievement			
3. Standard of excellence			
4. Standard of contribution			
D. Sense of Values			
1. Personal values			
2. Group values			
E. Respects Work and Learning			
1. Works independently			
2. Works with a group			
3. Asks good questions			
4. Quests to discover truth			
5. Solves problems for himself			
6. Perseveres			
7. Thinks logically			
8. Communicates clearly			
9. Acquires necessary skills			
II. ACADEMIC STATUS			
A. Content			
1. Acquires factual knowledge			
2. Understands concepts			
3. Able to evaluate			
B. Skills			
1. Has above average vocabulary			
2. Uses research skills			
3. Writes acceptable paragraphs			
4. Comprehends problems			
5. Can hypothesize			
6. Can construct a working plan			
III. CREATIVITY			
A. Recognizes Personal Talents			
1. Sees relationships			
2. Uses materials and ideas in original ways			
3. Applies talent or talents			
B. Values Creativity in Others			

*Prepared by Mrs. Betty Stovall, Director, Talent Development, Charlotte-Mecklenburg Schools.

Identification of Culturally Disadvantaged Underachieving Mentally Gifted Minors

Suggested by the State Consultants
In the Education of the Mentally Gifted[1]

1. Early evidence of:

___ School related learning
___ Maturation
___ Active and persistent exploration of environment
___ Imitation of adult behavior
___ Questioning of established ways of doing things or of assignments and directions

2. Unusually resourceful in coping with:

2.1 Responsibilities

___ Home
___ School
___ Work
___ Community
___ Other

2.2 Opportunities

___ Access to resources
___ Free and/or unstructured time
___ New environments
___ New experiences
___ Other

2.3 Deprivations

___ Economic
___ Social
___ Expression, information, planning, communication, exploration
___ Cultural
___ Educational

2.4 Problems, Frustrations, and Obstacles

___ School
___ Home
___ Social
___ Other

2.5 Lack of Structure and Direction

___ No closure
___ Poor or irrational organiation of:

___ Time
___ Work tasks
___ Learning experiences
___ Social experiences

2.6 Overly structured settings

___ With no or few opportunities to explore alternatives
___ With overemphasis on rigid expectations and with rigid role performance
___ With no or few opportunities to do things in new ways

3. Playful with:

___ Materials
___ People (interpersonal relations)
___ Ideas
___ Other things

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[1]Obtained through Dr. Paul Plowman, California State Department of Education.

4. Sense of humor (Describe)

5. Products (List)

6. Achievements (List)

7. Skills (List)

8. Scores on intellectual ability tests:

___ Scores compared with norms for culturally disadvantaged children
___ Nonverbal score as compared with verbal score

9. Intelligence/achievement scattergram profiles and aptitude test scores

10. Ratings on maturation profiles; e.g. Gesell

Characteristics of Able Disadvantaged Pupils*

Name_____ Date_____

School_____ Grade_____ Age_____

Able disadvantaged pupils evidence superior ability in one or more of the five areas listed below. No pupil is expected to demonstrate ability in all areas, but an analysis of strengths may indicate potential. It is important to note that these characteristics can be evidenced in both positive and negative ways and either manifestation is an indicator of strength. Examples of negative indicators have been enclosed in parenthesis.

The classroom teacher who works daily with pupils is best qualified to make these observations. Place an X on the line beside each statement which BEST describes this pupil. If the behavior has not been observed, leave the line blank.

A. LEARNING	YES	NO
. Demonstrates verbal proficiency in small group problem solving tasks.	___	___
. Has unusually advanced vocabulary for age or grade level.	___	___
. Has verbal behavior characterized by "richness" of expression, imagery, elaboration, and fluency in any language. (Sometimes rambles on and on.)	___	___
. Possesses a large storehouse of information about a variety of topics beyond the usual interests of age peers.	___	___
. Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions; wants to know what makes things or people "tick". (Can be an annoyance in persisting to ask questions.)	___	___
. Has a ready grasp of underlying principles; can quickly make valid generalizations about events, people or things. (Sometimes skeptical.)	___	___
. Looks for similarities and differences.	___	___
. Reads independently; does not avoid difficult material; may show a preference for biography, autobiography, encyclopedia, atlases, travel, folk tales, poetry, science, history and drama.	___	___
. Tries to understand complicated material by separating it into its respective parts; reasons things out and sees logical and common sense answers.	___	___
. Catches on quickly; retains and uses new ideas and information.	___	___
. Has a facility for learning English if bilingual.	___	___
. Is a keen and alert observer; usually "sees more" or "gets more" out of a story, film, etc. than others.	___	___

*Obtained through Allyn Arnold, Director, Los Angeles Unified School District, Mentally Gifted Minors, and Al Hatch.

	YES	NO
B. MOTIVATION		
. Evidences power of concentration.	___	___
. Prefers to work independently with minimal direction from teachers. (Resists directions.)	___	___
. Has tendency to organize people, things and situations. (Resists opinions of others; wants own way.)	___	___
. Is concerned with right and wrong, good and bad. (Makes decisions with little tolerance for shades of "grey.")	___	___
. Takes advantage of opportunities to learn and enjoys challenge.	___	___
. Is self-critical and strives for perfection. (Sometimes critical of others and not self.)	___	___
. Often is self-assertive. (Can be stubbornly set in ideas.)	___	___
. Requires little drill to grasp concepts; seeks other than routine tasks. (Needs to know reasons for activity.)	___	___
. Becomes absorbed and involved in certain topics or problems.	___	___
. Is persistent in task completion. (Sometimes unwilling to change tasks.)	___	___
. Likes structure and order but not static procedures. (Is frustrated by lack of progress.)	___	___
. Is motivated by sports, music, and concrete subjects.	___	___
C. LEADERSHIP		
. Accepts and carries responsibility; follows through with tasks and usually does them well.	___	___
. Is self confident with age peers; is usually well understood by them. (Can be self assertive and dominant.)	___	___
. Seems well liked by classmates and is looked upon as a leader. (Needs peer approval and acceptance.)	___	___
. Shows developing understanding in how to relate to teachers and classmates. (Sometimes has a rebellious attitude.)	___	___
. Tends to dominate others and generally organizes and directs activities when involved in a group.	___	___
. Adapts readily to new situations; is flexible in thought and actions and is not disturbed when normal routine is changed.	___	___
. Seems to enjoy being with other people; is sociable and prefers not to be alone. (Sometimes is a loner.)	___	___
. Takes initiative and shows independence of action.	___	___
. Is a social leader on playground and off campus.	___	___
D. CREATIVITY		
. Displays intellectual playfulness; fantasizes; imagines; manipulates ideas by elaboration or modification.	___	___
. Is a high risk taker; is adventurous and speculative. (Has different criteria for success.)	___	___

	YES	NO
. Displays a keen sense of humor reflective of own cultural background.		
. Is individualistic; does not fear being different. (Departs from peer norm in action and behavior.)	—	—
. Predicts from present information.	—	—
. Displays a curiosity about many things; has many hobbies.	—	—
. Generates a large number of ideas or solutions to problems and questions.	—	—
. Responds emotionally to stories, events, and needs of others.	—	—
. Shows ability in oral expression.	—	—
. Demonstrates exceptional ability in written expression; creates stories, plays, etc.	—	—
. Is sensitive to color, design, arrangement and other qualities showing artistic appreciation and understanding.	—	—
. Is sensitive to melody, rhythm, form, tonal coloring, mood and other qualities showing music appreciation.	—	—
. Demonstrates exceptional ability in one of the fine arts (underline area of strength): dancing, painting/drawing, sculpturing/clay modeling, instrumental or vocal music, role playing/drama.	—	—
. Demonstrates unusual ability in one of the practical arts (underline area of strength): handicrafts, wood, metal, print, design, mechanics.	—	—
. Demonstrates exceptional skill and ability in physical coordination activities.	—	—
. Shows interest in unconventional careers.	—	—
. Improvises with commonplace materials.	—	—
E. ADAPTABILITY	—	—
. Handles outside responsibilities and meets school demands.	—	—
. Learns through experience and is flexible and resourceful in solving day to day problems	—	—
. Deals effectively with deprivations, problems, frustrations or obstacles caused by the complexities of living conditions.	—	—
. Overcomes lack of environmental structure and direction. (Needs emotional support and sympathetic attitude.)	—	—
. Displays high degree of social reasoning and/or behavior and shows ability to discriminate.	—	—
. Uses limited resources to make meaningful products.	—	—
. Displays maturity of judgment and reasoning beyond own age level.	—	—
. Is knowledgeable about things of which others are unaware.	—	—
. Can transfer learning from one situation to another.	—	—

Barclay Classroom Climate Inventory
(Grades 3-6)

"Purports to measure personality dimensions, learning characteristics, and social interaction skills of individual students and involves self reports, peer nominations and teacher ratings."

James R. Barclay, University of Kentucky, Educational Skills Development Inc., Lexington, Kentucky 40508

PEER NOMINATIONS

Student-Peer Nomination Checklist

Teachers of Gifted and Talented students may give consideration to utilizing student peer nomination checklist in which students list specific data relative to their friends (those who are closest friends, those with whom they walk home or ride the bus, those who are seen only at school).

Students may be asked to utilize their knowledge of their "friends" to help them list the:

a. most creative and original classmate(s), or

b. classmate(s) with most leadership, or

c. most scientifically oriented classmate(s), or

d. classmate(s) who does the best critical thinking, or

e. etc.

Note: Statements may have to be modified and/or adapted to the level of students being served.

Student's Classroom Inventory*

You have talents. You are aware of some of the talents which your classmates have and some may be hidden. After you have written the names of each of your classmates in the first column, please write in the second column the talent which you feel each person has. If any of your classmates have a talent which is unknown to you or one which cannot be determined by you, place a check (✓) beside the name of that person in the third column.

Name of Your Classmates	Talent He or She Has	Hidden Talent
1.		
2.		
etc.		

*Through the Courtesy of: Mrs. Betty Stovall, Director, Talent Development, Charlotte-Mecklenburg Schools, Charlotte, North Carolina.

Student Individual Talent Inventory

You have talents. Some of them your friends or parents or teacher knows. Some only you know. Please list all talents you have and check whether others know it or not.

Name:

Talent I Know I Have	Other People Know It	No One Else Knows It
1. 2. 3. etc.		

Barclay Classroom Climate Inventory

Already listed under TEACHER CHECKLISTS

Alpha Simulation Game

This can be obtained from Ms. Victoria Raider, Leschi School in Seattle, Washington. Dr. Renzulli has worked with her in the development of this peer nomination form.

Syracuse Scale of Social Relationships

This peer nomination instrument was developed by Eric Garden and George Thompson and was published by Harcourt, Brace and Jovanovich.

SOME LEARNING CHARACTERISTICS OF GIFTED CHILDREN

May V. Seagoe
Professor of Education
University of California at Los Angeles

Characteristics	Concomitant Problems
1. Keep power of observation; naive receptivity; sense of the significant; willingness to examine the unusual	1. Possible gullibility
2. Power of abstraction, conceptualization, synthesis, interest in inductive learning and problem solving; pleasure in intellectual activity	2. Occasional resistance to direction; rejection or remission of detail
3. Interest in cause-effect relations, ability to see relationships; interest in applying concepts; love of truth	3. Difficulty in accepting the illogical
4. Liking for structure and order; liking for consistency, as in value systems, number systems, clocks, calendars	4. Invention of own systems, sometimes conflicting
5. Retentiveness	5. Dislike for routine and drill; need for early mastery of foundation skills
6. Verbal proficiency; large vocabulary; facility in expression; interest in reading; breadth of information in advanced areas	6. Need for specialized reading vocabulary early; parent resistance to reading; escape into verbalism
7. Questioning attitude, intellectual curiosity, inquisitive mind; intrinsic motivation	7. Lack of early home or school stimulation
8. Power of critical thinking; skepticism, evaluative testing; self-criticism and self-checking	8. Critical attitude toward others; discouragement from self-criticism
9. Creativeness and inventiveness; liking for new ways of doing things; interest in creating, brainstorming, free-wheeling	9. Rejection of the known; need to invent for oneself
10. Power of concentration; intense attention that excludes all else; long attention span	10. Resistance to interruption

Characteristics	Concomitant Problems
11. Persistent, goal-directed behavior	11. Stubbornness
12. Sensitivity, intuitiveness, empathy for others; need for emotional support and a sympathetic attitude	12. Need for success and recognition; sensitivity to criticism; vulnerability to peer group rejection
13. High energy, alertness, eagerness; periods of intense voluntary effort preceding invention	13. Frustration with inactivity and absence of progress
14. Independence in work and study; preference for individualized work; self-reliance; need for freedom of movement and action	14. Parent and peer group pressures and non-conformity; problems of rejection and rebellion
15. Versatility and virtuosity: diversity of interests and abilities; many hobbies; proficiency in art forms such as music and drawing	15. Lack of homogeneity in group work; need for flexibility and individualization; need for help in exploring and developing interests; need to build basic competencies in major interests
16. Friendliness and outgoingness	16. Need for peer group relations in many types of groups; problems in developing social leadership

RESEARCH AND GUIDANCE LABORATORY
University of Wisconsin-Madison

HINTS ON SELECTION OF GIFTED & TALENTED STUDENTS

Note: Since gifted & talented students exhibit their superiority in many ways, no single test score should be used as the sole criterion on which they should be selected. Teachers' judgments, evidence of a high level of performance in any of the academic fields, students' written performances, high grades, and evidence of high motivation coupled with high test scores can all be used in the identification of potentially gifted & talented students.

In some schools principals have asked teachers to nominate their best students. The principal then joins a committee of teachers to review the nominations, considers such other factors as those noted above, and makes a list of the top students. Frequently the lists of most highly rated nominees, along with the reasons for their selection, are returned to the teachers for further consideration. Such procedures have resulted in the sending of very gifted & talented students to the Laboratory.

Combinations of some of the following characteristics are usually apparent in gifted and talented students:

1. Exhibits a great curiosity about objects, situations, or events: delves into things and is puzzled: involves himself with many exploratory activities: interests himself in a wide range of things, but may concentrate heavily on one.

2. Is self-initiating: needs little help in knowing what to do; pursues individual interests; seeks his own direction. Willing to spend time beyond usual assignments (or schedule).

3. Reveals originality in oral and written expression: consistently expresses unusually clever, unique responses or ideas; avoids the cliche or stereotype. Gives refreshing twists to even old ideas.

4. Is artistically self-expressive: i.e., music, dance, drama, drawing, play activities, and/or other aesthetic expression.

5. Generates alternatives: suggests several directions; exhibits flexible thinking through constructive departures from the main stream of thought in the classroom. Tends to figure out what is wrong with an activity and shows how it can be done better.

6. Is perceptually open to his environment; employs all of his senses in awareness of things around him; is keenly observant and alert to things that are, as well as to things that are not.

7. Displays a willingness for complexity: thrives on problem situations; selects a more difficult response, solution or problem over the easier; seeks complex, asymmetrical forms rather than symetrical forms. Quick to recognize relationships and understand meanings. Likes to get answers on problems puzzles and trick questions.

8. Imaginatively employs knowledge and information other than to memorize, store and recall: shapes new associations from items of information; combines elements of materials or knowledge in unique patterns.

9. Evaluates with superior judgment: employs reason and logic; recognizes implications and consequences; makes decisions readily.

10. Elaborates well: produces a variety of detailed steps; eagerly embellishes materials and ideas.

11. Hypothesizes well: possesses a sense of wonder about things; is an intelligent guesser and risk-taker.

12. Usually achieves consistently good grades in most subjects .

13. Learns rapidly, readily and efficiently.

14. Visualizes relationships from disparate data or concepts.

15. Possesses high degree of common sense: recognizes practical approaches and solutions.

16. Readily acquires, retains, and uses information.

17. Displays superior vocabulary and word usage which can be used easily and accurately.

18. Posses an inquisitive behavior; asks provocative questions; probes for the "know why" rather than merely the "know how" or "know that." Wants to know causes and reasons for things.

19. Performs academically at a level two years in advance of the class on one or more disciplines of knowledge.

20 Expresses self well in writing and speaking.

21. Spends much time on special projects of own choosing such as constructing, collecting and writing.

22. Usually scores higher on tests.

23. Shows less patience than most students with routine procedures and drills.

24. Reads a good deal and finds satisfaction in thinking about and discussing what has been read.

25. Tends to be consulted by other students for ideas and suggestions when something has to be decided.

2. Teacher/Facilitator Traits and Characteristics

While all of the characteristics mentioned in this section will not be found in each and every teacher, it is desirable to select teachers who have certain combinations of these traits that will assist them to work effectively with gifted/talented students.

The Florida Resource Manual for Gifted Child Education* has defined special traits and characteristics of a facilitator as follows:

CREATIVITY IN:

.thinking
.classroom management
.teaching strategies
.utilizing materials
.planning educational experiences
.use of community resources

ORGANIZATIONAL SKILLS IN:

.curriculum
.utilizing physical environment
.locating and working with community resource people
.classroom management

FLEXIBILITY IN:

.utilizing the physical environment
.utilizing a variety of materials and equipment
.structuring and re-structuring interest and learning groups
.modifying lessons to capitalize on opportunities for spontaneous learning

WARMTH AND SINCERITY:

.in accepting and encouraging individual differences and non-conformity of gifted children
.for fellow professionals and colleagues
.in working with parent relationships

KNOWLEDGE IN:

.the area of gifted children, needs and characteristics
.one field or area of expertise
.the problem solving methods utilized to relate various broad areas or disciplines
.teaching strategies specifically geared to the gifted

ENTHUSIASM FOR:

.the learning process
.the development of a gifted program
.the individualization of learning
.creativity in teaching and learning

RESOURCEFULNESS IN:

.locating supplementary materials
.identifying resource individuals
.locating sites for meaningful educational experiences

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* Florida's State Resource Manual for Gifted Child Education, Florida Department of Education, 1973, pp 18-19.

This list of characteristics suggests that special qualifications and attributes are required of those professional staff who will work with gifted/talented students. Development of those skills and attributes should be targeted toward all school personnel who will be directly or indirectly involved with gifted/talented students.

T. Ernest Newland identified the following traits which should be considered to ensure that teachers will be able to work effectively with gifted/talented students:

...is emotionally secure, more comfortable with involvement in inquiry than secure in the existence of facts...

...is intellectually curious, more concerned with the joy of learning than by having learned...more a "why" person than a "what" person...

...is intellectually agile, is comfortable in seeking new structures of experience, new methodologies, or new approaches to experience...

...has a moderate to high energy level ... and is enthusiastic.

Carl Rogers expresses these traits:

...has an ability to prize the individual (pertaining to self-worth), and the ability to recognize the self-worth of each individual...

...has an empathetic understanding...is genuine...has a sense of trust.

Other characteristics that should be considered include the following:

...a sense of humor
...flexibility
...an understanding of the affective and cognitive domains
...an openness with students, parents, and to experiences
...patience
...an appreciation of artistic, musical, or dramatic talents
...ability to allow students freedom of expression and movement
...creativity
...organizational skills in curriculum and student behavior
...knowledge of subject matter
...ability to work with minority groups, culturally different children, disadvantaged students, physically handicapped, etc.

APPENDIX D

General Resources and References

APPENDIX D - RESOURCES AND REFERENCES

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In addition to the sources listed above, the ERIC Clearinghouse on Handicapped and Gifted Children provides bibliographies and abstracts of current information on Gifted & Talented - write:

ERIC Clearinghouse on Handicapped and Gifted Children
1920 Association Drive
Reston, Virginia 22091

The National Leadership Training Institute on Gifted and Talented, Ventura, California, has items available that are useful in general orientation and awareness activities. A filmstrip, Who is the Gifted Child? and film, More Than A Glance, are available for rent or purchase from the National Leadership Training Institute on Gifted & Talented, Ventura County Superintendent of Schools Office, County Office Building, 535 East Main Street, Ventura, California 93001. The Institute also provides the brochure, What About the Gifted & Talented? available free of charge.